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ABSTRACT

GRADES OR AGES: Grade 12. SUBJECT MATTER: Modern economic, political, and sociological problems primarily in the United States. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six units, each of which is laid out in two columns. Column headings are: content and suggested activities. The guide is mimeographed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit begins with a list of specific behavioral objectives. Suggested activities--described in detail--are correlated with specific concepts. Activities include class discussion, oral and written reports, independent research, and analysis of readings and films. Emphasis is given to class discussion of terms in order to arrive at definitions. Suggestions for timing of each unit are included. The guide states that although the first unit should be covered first, other units may be studied in any order. INSTRUCTIONAL MATERIALS: Materials needed for an activity are mentioned in the activity description. STUDENT ASSESSMENT: No specific mention. Behavioral objectives are so stated that they may be used in testing. (RT)

ED051209

# MODERN PROBLEMS

Grade 12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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WILMINGTON PUBLIC SCHOOLS

Wilmington, Delaware

1969

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Wilmington, Delaware

1969

# FOREWORD

A curriculum committee, representative of the teachers who implement the contents, has spent several years of intensive study, debate and deliberation over what students shall be taught in Modern Problem courses in the high schools of the Wilmington Public Schools. This committee was obligated to make a great many decisions -- these are outlined in this guide. We could not proceed in any orderly way to build an instructional program of quality without these agreed upon directions.

Within this context, we recognize the work of the committee, who developed this guide, to be of the highest order of responsibility. We express our appreciation for their diligence in the execution of the task.

In adopting this guide, Modern Problems: Grade 12, we do not assert, in all instances, that the objectives outlined are to be fulfilled. The guide is a blueprint against which we may judge ourselves in our work. Recognizing that "....man's reach does not exceed this grasp", we convey this guide for use of our professional staff.

Samuel A. Scarnato
Assistant Superintendent for
Educational Programs

## PREFACE

The Modern Problems course requires a high level of expertise on the par
Three major social science disciplines are an integral part of the course--ec
and sociology. The teacher must attempt to integrate these disciplines as ea
achieving--for the first time in the high school curriculum--a synthesis of t
addition, each of these disciplines is rooted in history just as modern probl

A curriculum guide in Modern Problems must provide for a high level of f
are expected to present Unit One first in order to develop an understanding c
but after that the interests of the students and what is happening on the cor
advisable an entirely different sequence of units from that provided in the g

This guide represents the work of several teachers over a period of two
of the guide was completed during 1967-68, with the following teachers involv

| P.S. duPont: | Howard: | Wilmington |
|---|---|---|
| Mrs. Patricia Wolfe | Mr. Clarence Jones | Miss Luc |
| Mr. Jay Hammonds | | Mrs. Lor |
| | | Mr. Russ |

The first draft of the unit on the American Economic System was prepared
Dr. Robert L. Hamman of Pennsylvania Military College. He represented the De
Education. His generous help, at considerable personal sacrifice, is gratefu

All teachers of the Modern Problems course during 1968-69 were asked to
vision as the units were tried out in classes. The actual revision was done
Mrs. Wolfe, with the aid of Mr. Jones on the unit on economics.

The Wilmington Public Schools owe a debt of gratitude to these teachers
Many hours of time were required of them, hours that might have been devoted
reward will come from the help given to colleagues. It is hoped that the gui
servoir of suggested content, activities and materials that will enable all t
enrich the learning experiences of students.

Eunice I
Secondar

# PREFACE

course requires a high level of expertise on the part of the classroom teacher.
ce disciplines are an integral part of the course--economics, political science
her must attempt to integrate these disciplines as each problem is studied, thus
time in the high school curriculum--a synthesis of the three disciplines. In
disciplines is rooted in history just as modern problems are rooted in the past.

in Modern Problems must provide for a high level of flexibility. Therefore teachers
Unit One first in order to develop an understanding of the problem-solving approach
ests of the students and what is happening on the contemporary scene might make
fferent sequence of units from that provided in the guide.

ts the work of several teachers over a period of two years. A tentative draft
ed during 1967-68, with the following teachers involved:

| nt: | Howard: | Wilmington High School: |
|---|---|---|
| ricia Wolfe | Mr. Clarence Jones | Miss Lucy Kendikian |
| Hammonds | | Mrs. Lorraine Lang |
| | | Mr. Russell Bonney |

he unit on the American Economic System was prepared under the direction of
Pennsylvania Military College. He represented the Delaware Council on Economic
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Modern Problems course during 1968-69 were asked to provide suggestions for re-
tried out in classes. The actual revision was done by Miss Kendikian and
of Mr. Jones on the unit on economics.

c Schools owe a debt of gratitude to these teachers for this professional service.
equired of them, hours that might have been devoted to personal pursuits. Their
help given to colleagues. It is hoped that the guide will prove to be a re-
ent, activities and materials that will enable all teachers to strengthen and
iences of students.

Eunice I. Johns, Supervisor
Secondary Social Studies

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Cover design adapted from a tempera painting by student
Derrick McNeil, Cool Spring School, Mrs. Barbara DesJardins,
teacher.

## LONG-TERM OBJECTIVES OF THE COURS

The general purpose of the social studies is to help the
assume his role as a decision-maker in a democratic society.
contemporary problems are examined should enable the student
To achieve this end the student must be helped to develop att
society, to learn how to acquire a fund of knowledge which wi
political and cultural life of his times, and to develop the

The student should be helped to learn that a participant
as the following:

- Possesses a knowledge of the growth and de
  political system and a knowledge of source
  enable him to keep his information current
- Exhibits a willingness to examine conflict
  and to evaluate the supporting evidence fo
- Gives evidence of a reliance on reason in
  problems that concern society.
- Demonstrates a concern for the well-being
- Respects the dignity and worth of individu
  discussion and in proposed solutions to co
- Respects law as a means of maintaining ord
  processes as a means of changing laws.

## TERM OBJECTIVES OF THE COURSE IN MODERN PROBLEMS

cial studies is to help the student become a useful citizen, prepared to r in a democratic society. A course in which the nature and complexity of should enable the student to analyze alternative solutions to these problems. st be helped to develop attitudes and values appropriate to a democractic fund of knowledge which will enable him to particpate intelligently in the times, and to develop the skills necessary for critical thinking. to learn that a participant in the democratic process exhibits such behaviors

wledge of the growth and development of the American
m and a knowledge of sources of information which will
eep his information current.

ingness to examine conflicting views objectively
the supporting evidence for each.

of a reliance on reason in the solution of the
oncern society.

concern for the well-being of others.

gnity and worth of individuals, both in classroom
in proposed solutions to contemporary problems.

a means of maintaining order and respects legal
means of changing laws.

- Demonstrates the ability to clarify his own point of
  it within the value-system of the American democratic
- Faced with a choice between alternative solutions, de
  to reach a rational solution.
- Demonstrates a concern for the future well-being of s
- Recognizes that controversy is inevitable in a free s
  that solutions to social problems often create new pr

## BELIEFS, ATTITUDES, VALUES

Contemporary American society has frequently been accused of abando
The lack of a consensus regarding the goals of American society, the inc
for daily life and the apparent revolution against law and order picture
to preclude any commonly derived definitions of worth. An examination o
of values, beliefs and attitudes which includes many that are negativist
each other and to the concept of a constitutional democracy. These cann
rent society but they are not the characteristics which this writing tea
desirable.

There are certain principles of democratic thought and action which
neglected or distorted through various periods, remain fundamental to th
following is a list of the values, beliefs and attitudes which this writ
nature of a free and equalitarian society.

A BELIEF

1. in the dignity and worth of each individual.
2. that each person should be given the opportunity to show his merit.
3. that no one should be denied the fundamental rights and liberties of
4. that each citizen has responsibilities to himself and to society.

e ability to clarify his own point of view and to defend
alue-system of the American democratic process.

oice between alternative solutions, develops the ability
onal solution.

concern for the future well-being of society.

controversy is inevitable in a free society and
o social problems often create new problems.

has frequently been accused of abandoning traditional democratic values.
he goals of American society, the increasingly materialistic aims fostered
volution against law and order picture a state of disunity which would seem
efinitions of worth. An examination of American culture will present a list
hich includes many that are negativistic--some that are contradictory to
constitutional democracy. These cannot be ignored in a discussion of cur-
characteristics which this writing team believes should be taught as

of democratic thought and action which, even though they may have been
ious periods, remain fundamental to the American democratic process. The
beliefs and attitudes which this writing team considers essential to the
society.

ch individual.

en the opportunity to show his merit.

he fundamental rights and liberties of the constitution.

bilities to himself and to society.

5. that while majority rule may conflict with the desires of a minori
must safeguard the fundamental rights of all individuals.

6. that the individual freedoms guaranteed by the constitution are no
responsibilities to the other members of society.

7. in the process of government as a changing one that adapts itself

8. that while the personality of a particular officeholder may chang
the government, the system of checks and balances will work to co

9. that the workings of a democracy require an informed and interest
reasoned conclusions.

10. that the right to govern resides in the people.

11. that the maintenance of law and order by just and reasonable means
of democracy.

12. that while injustices may exist in the present system, they can b
legal means.

13. that it is the responsibility of government to safeguard the gene

## SKILLS

In a course in Modern Problems it is necessary to continue to em
skills as described in "Learning Skills in the Social Studies", (Wilmi
special emphasis should be placed on critical thinking or problem-solv

y conflict with the desires of a minority or an individual, it
tal rights of all individuals.

s guaranteed by the constitution are not absolute. They include
er members of society.

t as a changing one that adapts itself to the needs of the times.

of a particular officeholder may change the division of power within
of checks and balances will work to correct the imbalance.

cracy require an informed and interested citizenry capable of reaching

sides in the people.

and order by just and reasonable means is essential to the working

exist in the present system, they can be corrected by peaceful and

ity of government to safeguard the general welfare.

blems it is necessary to continue to emphasize all of the social studies
g Skills in the Social Studies", (Wilmington Public Schools, 1963). However,
ed on critical thinking or problem-solving skills.

## THE PROBLEM-SOLVING PROCESS

A description of the problem-solving process as defined by one wr

This analysis is based on the assumption that a person who deals

1. Defines his problem, taking account of societal values
2. Lists the various feasible courses of action
3. Collects and interprets pertinent data
4. Reaches a tentative decision based on the data
5. Acts in accordance with the decision
6. Evaluates the results and modifies future action accordi

This is a process, and these are the steps involved, which should

hope that skillful use of them will become habitual. It follows logica

process, the student should take these steps, not the teacher.

The following questions are suggested as guides for the student i

solving process:

I. Defines his problem, taking account of societal values

1. Is it a real problem?
2. How does it touch or affect me?
3. How does it involve other people?
4. Is the answer so obvious that no study is necessary?
5. Is the problem clearly and accurately stated?
6. If possible, does the statement of the problem require answers in terms of actions?
7. Is the problem stated selfishly or in terms of an acceptable social philosophy?

---

[1] McCutchen, Samuel P., "The Theory and Philosophy of the Problems Appr Curriculum Series No. 9, Revised edition, National Council for the So Studies, 1960. pp. 2-4.

# THE PROBLEM-SOLVING PROCESS

-solving process as defined by one writer follows:[1]

e assumption that a person who deals with a social problem intelligently:

, taking account of societal values
easible courses of action
rets pertinent data
decision based on the data
ith the decision
ts and modifies future action accordingly.

are the steps involved, which should be taught to *each* student with the

become habitual. It follows logically, therefore, that in the teaching

hese steps, not the teacher.

uggested as guides for the student in carrying out each step of the problem-

ccount *of* *societal* *values*

ct me?
people?
that no study is necessary?
d accurately stated?
tement of the problem require
ns?
fishly or in terms of an acceptable

---

and Philosophy of the Problems Approach",
edition, National Council for the Social

II. Lists the various feasible courses of action

1. What ways can be discovered, thought of, imagined or in
   solved?
2. What beliefs or assumptions lie behind each of these po
3. What lesser problems are involved in each of the course
4. What would be the outcome or consequence of each course

III. Collects and interprets pertinent data

1. What do you already know that applies to the problem?
2. What kinds of additional information are needed?
3. Where is the information? Have you considered a variet
   pamphlets, magazines, museums, government publications,
   you included available information representing varyin
4. Is the information meaningful in terms of the problem t
5. Is the illustrative material in the form of charts, gr
6. In the material collected are the samples and illustrat
7. Are the key words and concepts understood and used corr
8. What is the value of the information as evidence? Have
   and opinion? If opinion, did you consider the social p
   the opinion? Did you consider the bias of the reporter
   the information is factual, did you consider the reliab
   of examining how recent it is?
9. What apparent relationships exist within the available
   problem?
10. Under what general topics can the material be grouped?
11. How can these topics be arranged in a logical order or
12. Does an examination of this organization indicate other
    the problem being studied can be understood?

IV. Reaches a tentative decision based on the data

1. What are the possible conclusions which can be drawn fr
   the information?
2. Have you taken into account the biases and prejudices w
   conclusion?
3. Do these possible conclusions coincide with the various
   the time the problem was defined?
4. Which of these courses of action now appear to be undes
5. Which course of action now seems to be the best in the
6. What reasons support this decision?

ction

t of, imagined or invented by which the problem can be

ind each of these possible solutions?
n each of the courses of action listed?
uence of each course of action?

ies to the problem?
on are needed?
u considered a variety of sources: books, newspapers,
ernment publications, field trips, interviews? Have
representing varying points of view?
erms of the problem to be solved?
e form of charts, graphs, maps, and tables clear?
samples and illustrations representative?
erstood and used correctly?
on as evidence? Have you distinguished between fact
consider the social point of view of the persons expressing
bias of the reporter, and his honesty and integrity? If
ou consider the reliability of the source and the necessity

within the available material and are pertinent to the

material be grouped?
in a logical order or sequence?
ization indicate other problems which must be solved before
understood?

the data

which can be drawn from the analysis and interpretation of

biases and prejudices which may influence the reaching of a

incide with the various feasible courses of action listed at

?
now appear to be undesirable? Why?
to be the best in the light of the possible consequences?
on?

V. Acts in accordance with the decision

1. What action is implied in the decision reached?
2. Is that action feasible and permissible for this p
3. Is the action socially desirable?
4. Is the action consistent with the person's social
5. Is the person willing to commit himself to do his
   he considers highly desirable?

VI. Evaluates the results and modifies future action accor

1. What was your preconceived position on this proble
2. Did you conscientiously consider conflicting posit
3. What decision did you reach?
4. Since reaching that decision have you looked for n
   you to change it?
5. Has the situation changed to such an extent that i
   the decision?
6. Has a shift in values or social theory made a reco

## CRITICAL TH

Scholars have attempted to classify the intellectual a scheme is condensed and reported by Edwin Fenton:

### Twelve Aspects of Cr

1. Grasping the meaning of a statement.
2. Judging whether there is ambiguity in a line of re
3. Judging whether certain statements contradict each
4. Judging whether a conclusion follows necessarily.
5. Judging whether a statement is specific enough.
6. Judging whether a statement is actually the applic
7. Judging whether an observation statement is reliab
8. Judging whether an inductive conclusion is warrant
9. Judging whether the problem has been identified.
10. Judging whether something is an assumption.
11. Judging whether a definition is adequate.
12. Judging whether a statement made by an alleged aut

---

[2] Fenton, Edwin, The New Social Studies, 1967, Holt, Rinehart, and Winston. p. 15. Condensed from an article by Robert H. Ennis, Harvard Educational Review, Vol. 32.

ion

decision reached?
ermissible for this person?
ble?
the person's social values?
it himself to do his part in carrying out a program
?

s future action accordingly

sition on this problem?
der conflicting positions?

have you looked for new material which might persuade

such an extent that it becomes necessary to reconsider

al theory made a reconsideration necessary?

## CRITICAL THINKING

fy the intellectual activities essential to logical thinking. One such
win Fenton:

### Twelve Aspects of Critical Thinking

tement.
guity in a line of reasoning.
ments contradict each other.
follows necessarily.
s specific enough.
s actually the application of a certain principle.
n statement is reliable.
conclusion is warranted.
as been identified.
an assumption.
is adequate.
ade by an alleged authority is acceptable. 2

---

s, 1967,
Condensed
Harvard

# UNIT I: MAN IN SOCIETY

## Overview

(Suggested Time - 2 weeks)

Man, as a social animal, seeks to associate himself with other men.
he creates and solves his problems. Power to solve problems is vested di
man searches out various groups which are formed in society to meet his l
by the end of this unit the students will have a comprehensive backgroun
to provide a framework in which the problem-solving approach can functio

## OBJECTIVES OF THIS UNIT

By the end of this unit the student should be able to:

1. explain the meaning of cultural diffusion by describing the conc
2. demonstrate his recognition of cultural diversity among groups c
   varied approaches to a basic social problem.
3. write a brief paragraph explaining how the solving of a particul
   may create new ones.
4. utilize the problem-solving approach in discussing alternate solu
   particular problem.
5. show his comprehension of how proximity affects concern for diff
   discussing how someone close to a problem and someone far from i
6. discuss at least five problems identified in contemporary Americ
   which of these problems are the basic social problems of man.
7. recognize various propaganda techniques in mass media.
8. demonstrate his understanding of values and the roles they play
   problems of American society.

# IT I: MAN IN SOCIETY

Overview

uggested Time - 2 weeks)

Soc ciate himself with other men. Society becomes the vehicle by which
fer to solve problems is vested differently in different men; therefore,
sic ormed in society to meet his basic needs. It is not expected that
in ave a comprehensive background in sociology. The purpose has been
and -solving approach can function and should be utilized.

OBJECTIVES OF THIS UNIT

uld be able to:

tic ffusion by describing the conditions in which it occurs.

na tural diversity among groups or nations by comparing
l problem.

r s how the solving of a particular social problem

ion ch in discussing alternate solutions to a

ren imity affects concern for different problems by
vi problem and someone far from it view it differently.

an ntified in contemporary America and be able to identify
sic social problems of man.

iques in mass media.

n t alues and the roles they play in the solution of the

WHAT IS THE NATURE OF M

CONTENT

I. WHY DOES MAN FORM SOCIETIES?

  A. Definition of society

  B. Reasons for formulation of society

    1. Basic needs
      a. Shelter
      b. Protection
      c. Food
      d. Social contacts

    2. Advantages and disadvantages of being in society

1. Have students
orally or in w
a definition c

2. An activity wh
the Lord of th
type of societ

3. Place the foll

No man is
Entire of
Every mar
A part of
If a cloc
Europe is
As well a
As well a
of thi
Any man's
Because I
And there
Never ser
It tolls

Discuss the si
the following

a. What a
b. How do
depend
c. Why do
d. In wha
needs
e. How do
his be
f. How do

## IS THE NATURE OF MAN IN SOCIETY?

## SUGGESTED STUDENT ACTIVITIES

1. Have students see how many definitions of society they can formulate, orally or in written form. By means of class discussion, focus on a definition of society to be used in the term "man and society."

2. An activity which might interest better students, would be to read the Lord of the Flies and to write a brief paper discussing the type of society evolved in the book.

3. Place the following poem on the board:

> No man is an island,
> Entire of itself;
> Every man is a piece of the Continent,
> A part of the main;
> If a clod be washed away by the sea,
> Europe is the less,
> As well as if a promontory were,
> As well as if a manor of thy friends or
>    of thine own were.
> Any man's death diminishes me,
> Because I am involved in mankind.
> And therefore, --
> Never send to know for whom the bell tolls,
> It tolls for thee.
> (Adapted from John Donne)

Discuss the significance of this quotation. Questions such as the following might help to develop the discussion.

- a. What are man's basic needs?
- b. How does this poem demonstrate the social interdependence of man?
- c. Why doesn't man wish to be alone?
- d. In what ways can society help man meet his basic needs?
- e. How does working with others help man to utilize his best talents?
- f. How does society restrict man?

| CONTENT | |
|---|---|
| | 4. A round table di basic needs facin past?" i.e. Why Administration w |
| II. What are the basic problems which confront man in society? | 5. Have the student society. After indicate which c are particular t sure student dis |
| A. How can man solve these problems?<br>1. Man uses knowledge, reason and emotion. | 6. It is suggested problem-solving in its initial a fact that the pr<br>Choosing the pr of lists, initia dents, i.e.<br>1. Define th<br>2. List the<br>3. Collect a<br>4. After co tentative<br>5. Suggest m<br>6. Evaluate light of |
| 2. Man creates social institutions to solve problems. | 7. Sociologists ide the family, educ dents may formul definitions shou following activi |

SUGGESTED ACTIVITIES

4. A round table discussion may be held on the topic: "How do the basic needs facing the individual today differ from those in the past?" i.e. Why does our society require a Pure Food and Drug Administration when caveman society did not?

5. Have the students list what they consider the basic problems of society. After a common list has been compiled, students should indicate which of these are basic problems of society and which are particular to a stage of our society. Teachers should make sure student discussion covers at least five of those problems.

6. It is suggested that the teacher first assign reading on the problem-solving approach and then use it on a personal problem in its initial application. Emphasis should be placed on the fact that the problem-solving approach is an idealized procedure.

   Choosing the problem which appeared first on the greatest number of lists, initiate the problem-solving approach among the students, i.e.

   1. Define the problem
   2. List the various courses of action
   3. Collect and interpret pertinent data (an essential step)
   4. After considering alternate solutions, reach a tentative decision
   5. Suggest methods of implementing the decision
   6. Evaluate the results and modify future action in the light of new data.

7. Sociologists identify the five basic institutions of society as the family, education, religion, economics and government. Students may formulate a definition for each of these. These definitions should be utilized in filling in the chart in the following activity.

CONTENT

8. An enlarged char
of discussion an

| | FA |
|---|---|
| AMERICA 1900 | |
| AMERICA 1969 | |

B. Have man's basic solutions altered greatly?

9. Students have al
One half of the
cular problem in
selves in the pa
than the traditi

10. A student or a g
oral reports on
to problems such
provide a summar

11. One or more inte
the school libra
1893 and compare
of 1967.

C. How can the solution of a social problem create new ones?

12. In 1954, in Brow
proclaimed the e
conflicts since,
graph discussing
led to the creat

III. How do alternative solutions to these problems lead to cultural differences ?

A. What is culture?

13. By means of a cl
which is readily
fact that the te

SUGGESTED ACTIVITIES

An enlarged chart, based on the following could be used as the basis of discussion and to extend activity No. 5.

| | FAMILY | EDUCATION | ECONOMICS | GOVERNMENT | RELIGION |
|---|---|---|---|---|---|
| AMERICA 1900 | | | | | |
| AMERICA 1969 | | | | | |

Students have already compiled a list of problems and discussed them. One half of the room could consider possible solutions to a particular problem in a future age. The other half could place themselves in the past. Are their proposed solutions very different than the traditional ones?

A student or a group of students may be interested in presenting oral reports on the various solutions offered by American society to problems such as labor or civil rights. This report should provide a summary for the other students' use.

One or more interested students may go to the public library or the school library to find information on the Pullman Strike of 1893 and compare the grievances of this strike with the UAW strike of 1967.

In 1954, in Brown vs. the Board of Education, the Supreme Court proclaimed the end to segregated schools. Using evidence from conflicts since that time, have students write a brief paragraph discussing how the solving of this particular social problem led to the creation of new ones.

By means of a class discussion, arrive at a definition of culture which is readily understood. Emphasis should be placed on the fact that the terms "culture" and "society" are not synonymous.

| CONTENT | SUGGEST |
|---|---|
| B. How do cultures differ? | 14. After reading in variou paragraph comparing two to a particular social that of India and the Ur religion. |
| | 15. Students may be asked to materials offered by the and in non-American cult |
| | 16. After placing the follow students discuss its val what other factors influ sole determinant of the his mode of living and could introduce the idea with other cultures. Th of nations such as Israe lustrate how people can limitations. |
| C. How does one culture affect another? | 17. Cultural diffusion has or modes of living throu Students may be interest occupation of Japan was Another example might be ture in the United State |
| D. How would you describe American culture? | 18. A time capsule may be as items of our culture. 2050. What items would would be changed by the the types of changes tha |
| | 19. The students are to pret the American Pavilion a press the major elements teaching is aided by tou what they would see, sme |

SUGGESTED ACTIVITIES

14. After reading in various sources, students may write a brief paragraph comparing two cultures on the basis of their approach to a particular social institution. An interesting analogy is that of India and the United States in class structure and religion.

15. Students may be asked to formulate a bibliography of the materials offered by their library on the family in America and in non-American cultures.

16. After placing the following statement on the board, have the students discuss its validity. They should be sure to indicate what other factors influence culture. "Man's environment is the sole determinant of the culture in which he lives. It conditions his mode of living and degree of advancement.' The teacher could introduce the ideas of historical accident and interaction with other cultures. They should call attention to the cultures of nations such as Israel, Denmark or the Netherlands to illustrate how people can develop in spite of environmental limitations.

?

17. Cultural diffusion has been defined as the extension of ideas or modes of living through contact between diverse cultures. Students may be interested in discussing how the American occupation of Japan was an example of cultural diffusion. Another example might be the recent popularity of Indian culture in the United States.

ture?

18. A time capsule may be assembled in the present year to include items of our culture. This capsule will be opened in the year 2050. What items would the students include? Which items would be changed by the year 2050? Students should suggest the types of changes that might be made.

19. The students are to pretend that they are interior designers for the American Pavilion at a World's Fair. It is intended to express the major elements of our culture. Use the approach that teaching is aided by touch or contact. Have students find out what they would see, smell, hear and feel in the exhibit.

| CONTENT | |
|---|---|
| IV. What contemporary values in American society shape our responses to modern problems? | 20. Have each student discussion, try to students record th |
| A. What is a value? | 21. Students may read on the discussion |
| B. What items do Americans value the most? | 22. The questions unde a list of American society strive to and good.<br>Make a chart whic classes in Americ lities include lo education, period and religion. |
| | 23. In order to have high principles o assigned to formu which may seem co in The Second Ame an excellent back |
| C. Does individuality help or hinder values? What is the effect of non-conformity? | 24. Have the students expressions of in accord with the c Americans. Have other members of |
| D. How do values determine human conduct? | 25. An interesting ac same society is t Each group should should then be he |
| E. How do the value systems of different cultures vary? | 26. As a research as gathered in acti culture and comp may be used late the American cul |

SUGGESTED ACTIVITIES

Have each student write a definition of value and then in a group discussion, try to reach a consensus on the definitions. Have the students record the common definition agreed upon in their notebooks.

Students may read Vance Packard's The Status Seekers and report on on the discussion of various values in our contemporary society.

The questions under the "content" column may be utilized to formulate a list of American values, i.e. the things which members of a society strive to achieve, any abstract standard of what is right and good.

Make a chart which will attempt to show the attitudes of various classes in America concerning specific items. Suggested possibilities include lower, middle, and upper class attitudes toward education, periodicals, welfare, future, civic responsibility, and religion.

In order to have a student realize that values are not necessarily high principles of conduct, a student or group of students may be assigned to formulate a list of the values of American culture which may seem contradictory or imply double standards. Pages 68-70 in The Second American Revolution by H. Wentworth Eldredge provide an excellent background.

Have the students bring newspaper and periodical clippings showing expressions of individualism or non-conformity which are not in accord with the current value system held by the majority of Americans. Have them discuss the effect of the minority upon the other members of society.

An interesting activity which shows conflicting values within the same society is to divide the class into "criminals" and "citizens." Each group should then list their respective values. A discussion should then be held with each group defending its value system.

As a research assignment which will utilize the list of materials gathered in activity No. 10, have each student choose a particular culture and compile a list of the values it possesses. The lists may be used later as a basis of comparison with each other or with the American culture.

| CONTENT | SU |
|---|---|
| | 27. Many students have<br>kill cattle for fo<br>lead point for a d<br>affect a person's |
| | 28. A well-known Mexic<br>Western history ha<br>Saxon races. In t<br>of the United Stat<br>role of the Latin<br>statement show to<br>comparison with La |
| V. What are the influences which help shape public opinion? | 29. Most texts present<br>paganda techniques<br>ones to which they |
| A. In what ways do propaganda techniques help to alter opinions? | 30. Place on the board<br>stereotypes, such<br>or "Everybody shou<br>to decide what inf |
| B. How do individuals use propaganda? | 31. Students should br<br>political campaign |
| | 32. Have the students<br>social purposes. |
| C. How do special interest groups try to mold public opinion? | 33. Each student may b<br>lobby to investiga<br>object of discover<br>bring about change<br><br>Refer to the unit<br>groups. |

## SUGGESTED ACTIVITIES

ve difficulty understanding the Hindu's refusal to
food even in the face of famine. This could be a
a discussion on how proximity and different values
's view of a particular problem.

xican author, José Vasconcellos has said that all of
has been a struggle between the Latin and Anglo-
n the final analysis he thinks it will be the role
tates (Anglo-Saxons) to mechanize the world and the
in American to bring it culture. What does this
to be the author's evaluation of American values in
Latin American ones?

ent fairly adequate materials on the various pro-
ues. Have the students choose from these lists the
hey have fallen victim.

ard a list of the student's opinions of various
ch as "Brilliant men are usually very absent-minded."
should go on to college." Have the students attempt
influence molded these opinions.

bring in clippings from newspapers, periodicals and
aigns to help illustrate propaganda techniques.

nts find examples of propaganda used for constructive
s.

ay be assigned a different special interest group or
tigate. This research should be conducted with the
overing what techniques these organizations use to
anges in public opinion.

nit on Government for further references to interest

## UNIT II: IS OUR CONSTITUTIONAL DEMOCR

### OVERVIEW

( Suggested Time: 6 we

One of the major difficulties in teaching a unit on American go that they have been learning about their government for years--espec emphasis in this unit will not be on the general background informat dent already possesses, but on the concepts determining the politica teachers experiment in devising alternative activities to enforce th rent events and trends in governmental policy should provide teacher lessons useful and contemporary.

It is hoped that at the end of this unit the students will have on the ability of the American democratic process to cope with its p approach, the focus is on identifying problems and accomplishments a strive to present a balanced picture.

### OBJECTIVES OF THIS UNIT

By the end of this unit the students should be able to:

1. Define the following terms in the context of the unit:

government
state
power
policy
Constitution
republic
reserved powers
concurrent powers
nation
Right
Left

sovereignty
law
politics
general welfare
democracy
liberal
radical
conservative
reactionary
peaceful coexistenc
constituency

## IS OUR CONSTITUTIONAL DEMOCRACY ADEQUATE?

### OVERVIEW

( Suggested Time: 6 weeks )

teaching a unit on American government is the students' view
eir government for years--especially in the eleventh grade. The
the general background information which it is hoped that each stu-
ncepts determining the political system. It is suggested that
native activities to enforce these concepts. Utilization of cur-
l policy should provide teachers with opportunities to make the

his unit the students will have developed a positive outlook
atic process to cope with its problems. Too often in a "problems"
problems and accomplishments are neglected. The teacher should

### OBJECTIVES OF THIS UNIT

should be able to:

n the context of the unit:

ent
ution
c
d powers
ent powers

sovereignty
law
politics
general welfare
democracy
liberal
radical
conservative
reactionary
peaceful coexistence
constituency

2. Demonstrate an understanding of the Constitution as the supreme la examples of laws which have been declared unconstitutional.

3. Explain how the Constitution is adapted to the times by discussing whose interpretation has changed radically.

4. By giving examples of limitations of rights, exhibit a recognitio by the Constitution are not absolute.

5. Identify from a list of governmental activities those constitution the executive, the legislative and the judicial branches of govern

6. Illustrate the checks and balances of the American governmental sy

7. Indicate an understanding of the development of presidential power and responsibilities of the president as described in the Constitu today.

8. Support with evidence the theory that personalities can change the although the structure remains the same, by comparing two or more

9. Discuss the factors which influence the making of foreign policy.

10. List at least five governmental and non-governmental agencies whic

11. Describe the roles played by American political parties by explain candidate from his declaration of intention to run until the elec

12. List and explain three of the major goals of contemporary America

13. Write an essay discussing the questions: To what extent is our co To what extent is our constitutional democracy inadequate?

14. Name at least five major policies of the American government and which have occurred in at least one.

e Constitution as the supreme law of the land by citing
eclared unconstitutional.

apted to the times by discussing one particular provision
adically.

of rights, exhibit a recognition that the rights guaranteed
te.

al activities those constitutional functions which belong to
the judicial branches of government.

of the American governmental system by drawing a chart.

evelopment of presidential power by contrasting the duties
ent as described in the Constitution with those he exercises

hat personalities can change the functions of government,
same, by comparing two or more presidential administrations.

e the making of foreign policy.

d non-governmental agencies which influence foreign policy.

can political parties by explaining the activities of a
intention to run until the election.

or goals of contemporary American government.

tions: To what extent is our constitutional democracy adequate?
al democracy inadequate?

of the American government and explain in detail the changes
e.

CONTENT

## IS OUR CONSTITUTIONAL DEMOCRACY ADEQUATE?

A. What is meant by the following terms?

List One:
- law
- power
- policy
- Constitution
- general welfare
- politics
- sovereignty
- reserved powers
- concurrent powers

List Two:
- nation, state, government
- liberal, radical, conservative, reactionary
- Left, Right
- republic, democracy

B. What are the goals of the American governmental system?

1. The terms give
of the America
these terms in
dictionary defi
e.g.

Constitution

The terms give
The meanings sh

2. After having d
sources, stude
term "constitut
be kept for ref

3. A short film o
available from
(Sd. 63.1).

4. After dividing
make a list of
the American co
make a basis fo

5. In a class disc
the goals of ou
the list on pag
*of Life* to see

6. Have each stude
methods that th
example might b
merchandising
Food and Drug A

## SUGGESTED ACTIVITIES

1. The terms given in List One are essential to an understanding of the American governmental system. Students should define these terms in two ways: first, the explicit textbook or dictionary definition and second, the applied meaning today, e.g.

| | Dictionary | Usage |
|---|---|---|
| Constitution | System of fundamental laws of a nation | Safeguard of civil liberties, supreme law of the nation |

The terms given in List Two should be defined and contrasted. The meanings should be developed in class discussion.

2. After having done reading in their texts or supplementary sources, students should formulate a definition of the term "constitutional democracy." This definition should be kept for reference throughout future discussions.
3. A short film on the nature and meaning of democracy is available from the Curriculum Center: "Democracy", (Sd. 63.1).
4. After dividing the class into groups, have the students make a list of the items they consider to be the goals of the American constitutional system. These lists will make a basis for class discussion.
5. In a class discussion, have the students make a list of the goals of our governmental system. Compare this with the list on page 21 of William Ebenstein's book, Two Ways of Life to see if the student list might be altered.
6. Have each student pick a particular goal and explain the methods that the government is utilizing to reach it. An example might be the protection of individuals from unfair merchandising practices and the operations of the Pure Food and Drug Administration.

| CONTENT | S |
|---|---|
| B. What are the goals of the American governmental system? (Continued) | 7. A film entitled '<br>with the problem<br>It may be obtain<br>8. One aspect of co<br>attention is tha<br>ways has the gov<br>in order to reac<br>9. Check the unit c<br>subject.<br>10. One of the conc<br>of general welf<br>in order to dis<br>of the general<br>11. The film "The P<br>danger of an ov<br>from the Curric<br>12. An interested s<br>changing defini<br>Another interes<br>given to the wo<br>it is used.<br>13. In the suppleme<br>text is an essa<br>of India's Dem<br>the essay to a<br>14. A film entitle<br>showing local |

SUGGESTED ACTIVITIES

7. A film entitled "Interrogation and Counsel" (Sd. 351.2) deals with the problem of protecting the rights of the individual. It may be obtained from the Curriculum Center.

8. One aspect of contemporary government which deserves special attention is that of its role as a "big business." In what ways has the government increased its habits of consumption in order to reach its goals?

9. Check the unit on Economics for additional activities on this subject.

10. One of the concepts which has been previously defined is that of general welfare. Have students refer to their definitions in order to discuss the role of the government as a guardian of the general welfare.

11. The film "The Price of Freedom" (Sd. 31.2) deals with the danger of an overprotective government and is available from the Curriculum Center.

12. An interested student may want to report to the class on the changing definition of general welfare through current history. Another interesting application is the various definitions given to the word depending upon the circumstances in which it is used.

13. In the supplementary reading book with the Eagleton Institute text is an essay by Clinton Rossiter entitled "The Paradox of India's Democracy." Students may read it so they can use the essay to alter further the list of goals.

14. A film entitled "Centralization and Decentralization" (Sd. 1.2), showing local problems, is available from the Curriculum Center.

| CONTENT | SUGG |
|---|---|
| C. What are the functions of the Constitution?<br>1. What are the powers of government as defined in the Constitution? | 15. Each student sho<br>the discussions<br>prepare a guide<br>to use as they r |
| | 16. Filmstrips are a<br>branches of gove<br>used to discuss<br>in the Constitut<br>these filmstrips |
| | 17. Present to the s<br>of each of the t<br>indicate the fun<br>branches. |
| | 18. Have the student<br>of powers in the<br>The Problems and<br>along these line |
| | 19. A film entitled<br>(Sd. 49.2) is av |
| | 20. An examination o<br>as the following<br>in the Constitut<br>FBI<br>CIA<br>FCC<br>AEC<br>A discussion may<br>elasticity of th<br>such agencies an |

## SUGGESTED ACTIVITIES

15. Each student should read the Constitution in preparation for the discussions that follow. It is suggested that the teacher prepare a guide or list of specific questions for the students to use as they read the document.

16. Filmstrips are available in most libraries that explain the branches of government and how they function. These may be used to discuss the various branches as they are defined in the Constitution. Students should be encouraged to view these filmstrips individually.

17. Present to the students a list of the constitutional functions of each of the three branches of government. Have students indicate the functions that belong to each of the three branches.

18. Have the students draw a chart illustrating the separation of powers in the government. The Eagleton Institute text, The Problems and Promise of American Democracy, has a chart along these lines on p. 306.

19. A film entitled "Federal Government: Plan of Organization" (Sd. 49.2) is available from the Curriculum Center.

20. An examination of such governmental agencies and commissions as the following will reveal a number that are not mentioned in the Constitution:

    FBI
    CIA
    FCC
    AEC
    FDIC
    SEC
    President's Cabinet

    A discussion may consider the question of the way the elasticity of the Constitution permits the formation of such agencies and commissions.

CONTENT

21. Section
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## SUGGESTED ACTIVITIES

21. Section 5, Article I of the Constitution states, "Each House shall be the judge of the elections, returns and qualifications of its own members.... Each House may determine the rules of its proceedings, punish its members for disorderly behavior and, with the concurrence of two-thirds, expel a member."

    Use the above quotation from the Constitution as a springboard for discussion concerning Congressional powers of discipline. An interesting activity is to compare this with the impeachment powers of Congress. Students may be interested to read about a specific case such as that of Thomas Dodd or Adam Clayton Powell.

22. After the above activity has been completed, students should be able to participate in a discussion on the implied powers given in the Constitution.

23. It has been stated that the American government is a government of ideas and institutions or laws not men. Using this statement as a basis, initiate a discussion on how the personality of an office-holder may determine functions and effectiveness of his office.

24. In order to have students understand how various personalities have altered the concept of federal offices, have them choose a particular office and compare two different men who have had that position.

    e.g., Dwight D. Eisenhower and Lyndon B. Johnson

    or

    James Blaine and Samuel Rayburn

    or

    Chief Justice Taney and Chief Justice Warren

| CONTENT | |
|---|---|
| | 25. For s<br>sever<br>may b<br>provi<br>effec<br>Examp |
| | 26. Clint<br>inter<br>may j<br>wish<br>shoul |
| 2. What is the unwritten Constitution? | 27. Many<br>of el<br>are a<br>Have<br>under<br>polit |
| | 28. As a<br>polit<br>pants<br>campa |
| | 29. An in<br>the s<br>for c |
| | 30. A fil<br>the C |

25. For slower students or those not skilled in library research several documentary films on presidents are available and may be used as a basis for comparison. The teacher may provide questions for use in making comparisons of the effects different presidents have had on the position. Examples of the films available:

"Eisenhower", (Sd. 260.2)
"Portrait of President Johnson", (Sd. 275.2)
"American Presidents, Washington to Johnson", (Sd. 276.2)
"Life and Times of Teddy Roosevelt", (Sd. 77.3)

26. Clinton Rossiter's The American President gives an interesting selection, listing the criteria by which one may judge a "good president." An interested student may wish to report to the class on this section. This report should provoke a lively discussion.

27. Many factors in American political life have become a part of election procedures through custom. These procedures are a part of what is known as "the unwritten Constitution." Have the students compile a list of practices which come under this classification, as nominating conventions, political parties, judicial review.

28. As a means of explaining to the students the process of a political convention, assign them roles as various participants in a simulated convention or political rally, e.g., campaign managers, press agents, politicians, etc.

29. An interesting follow up to the above activity is to have the students tape record the action and then replay it for discussion purposes.

30. A film on "Political Parties" (Sd. 30.2) is available from the Curriculum Center, but it is a very old film.

| CONTENT | SU |
|---|---|
| | 31. In order to have t and "statesman", d of the students co man, the other the lists could be com<br>Sperber and Tr<br>Political Term |
| | 32. An interesting act provide students w figures and ask th or statesmen. Thi concept of these t |
| a. By what process is a candidate elected to public office? | 33. A new film entitle Curriculum Center. It is excellent in of the candidate t his newly elected |
| | 34. In order to have s have each student He should then tra ventions, the camp be placed upon the didate to be nomin tension of this ac candidate in offic elected. |
| | 35. A film on "Preside from the Curriculu |
| | 36. The Eagleton Insti President", is an question. These p class for discussi |

SUGGESTED ACTIVITIES

31. In order to have the students define the terms "politician" and "statesman", divide the room into two parts. One half of the students could list the characteristics of a statesman, the other the characteristics of a politician. These lists could be compared for similarities and differences.
    Sperber and Trittscheck, Dictionary of American Political Terms, p. 329, is an excellent reference.

32. An interesting activity which may be controversial is to provide students with a list of prominent governmental figures and ask them to identify them as either politicians or statesmen. This could serve to clarify the students' concept of these terms.

33. A new film entitled "Elections" has been ordered by the Curriculum Center. It will be available for teacher use. It is excellent in covering a campaign from the declaration of the candidate to run for office through to his assuming his newly elected office.

34. In order to have students understand the process of election, have each student choose one presidential election year. He should then trace the development of the political conventions, the campaign and the election. Emphasis should be placed upon the factors which caused a particular candidate to be nominated and elected. An interesting extension of this activity is to add a summary of how the candidate in office handled the issues upon which he was elected.

35. A film on "Presidential Elections" (Sd. 10.2) is available from the Curriculum Center.

36. The Eagleton Institute pamphlet, "The Primary That Made a President", is an excellent source on the difficult primary question. These pamphlets may be made available to the class for discussion.

| CONTENT | SUGGESTED A |
|---|---|
| a. By what process is a candidate elected to public office? (Continued) | 37. In an election year a biographies of the popu biographies may help to candidates for a partic question of whether or ship between the candid success of his candidac of material.<br>38. Using the material gath the students conduct a of the students assumin questioners should focu<br>39. A filmstrip and record available in some schoo<br>40. A film entitled "How We is available from the C directory of films. Ho poor condition.<br>41. A set of pamphlets, "Gr is available in some bu current political scene to the class on some of<br>42. A discussion of the ele practice in using the p may be phrased as follo satisfactory method of methods offer promising system now in use?<br>43. The League of Women Vot voting machines for use useful. |

## SUGGESTED ACTIVITIES

37. In an election year a teacher may ask students to collect biographies of the popular candidates. A canvass of these biographies may help to determine what, if any, characteristics candidates for a particular office have in common. Raise the question of whether or not there is any discoverable relationship between the candidate's personality and ability and the success of his candidacy. Periodicals are excellent sources of material.

38. Using the material gathered in the preceding activity have the students conduct a mock press conference with one or more of the students assuming the role of a candidate. The student questioners should focus on the major issues of the campaign.

39. A filmstrip and record entitled "The People's Choice" is available in some school libraries.

40. A film entitled "How We Elect Our Representatives" (Sd. 110.1) is available from the Curriculum Center and is listed in the directory of films. However, this film is very old and in poor condition.

41. A set of pamphlets, "Grass Roots Guides to Practical Politics" is available in some buildings. These pamphlets discuss the current political scene. Students may examine them and report to the class on some of the specific problems discussed.

42. A discussion of the electoral college system may provide practice in using the problem-solving approach. The question may be phrased as follows: Is the Electoral College the most satisfactory method of electing a president? What alternative methods offer promising ways of correcting the defects of the system now in use?

43. The League of Women Voters will provide small demonstration voting machines for use in the schools. These are extremely useful.

| CONTENT | S |
|---|---|
| b. What role do propaganda and the mass media play in the election of a candidate? | 44. Contemporary politic methods and mass med sion could be center the candidates and t of these methods. S debates, the use of should be made to th |
| | 45. In order to discuss interpreters, have s and contrast their v mentators such as Hu newspaper columnists |
| 3. How does the Constitution safeguard civil liberties? | 46. A film on "Understan from the Curriculum |
| | 47. As a library assignm civil right in its i be placed on both Su the times," which he e.g. the right to be |
| | 48. In either oral or wr following statement: the land, the yardst laws is measured." S have been declared u |
| | 49. A film, "Our Living the Curriculum Cente |
| | 50. A discussion on the about the meaning of ends where the other |

## SUGGESTED ACTIVITIES

44. Contemporary political parties have utilized expanded propaganda methods and mass media to elect their candidates. A class discussion could be centered about the propaganda methods utilized by the candidates and the special difficulties created by the use of these methods. Stress may be given to such items as televised debates, the use of public relations experts, etc. Reference should be made to the introductory unit on "Man and Society."

45. In order to discuss the slant which may be given to news by its interpreters, have students choose three different individuals and contrast their views. The choices may be three news commentators such as Huntley, Brinkley and Cronkite, or three newspaper columnists or three authors of texts.

46. A film on "Understanding the Law" (Sd. 118.1) is available from the Curriculum Center.

47. As a library assignment have the students trace one particular civil right in its interpretation since 1789. Emphasis should be placed on both Supreme Court decisions and the "temper of the times," which helped to bring about changes in interpretation, e.g. the right to bear arms.

48. In either oral or written form have the students analyze the following statement: "The Constitution is the supreme law of the land, the yardstick by which the acceptability of all other laws is measured." Students should cite examples of laws that have been declared unconstitutional.

49. A film, "Our Living Constitution" (Sd. 340.1) is available from the Curriculum Center, but it is quite old.

50. A discussion on the limitation of rights may be held centering about the meaning of the phrase, "The right to swing your arm ends where the other fellow's nose begins."

| CONTENT | S |
|---|---|
| D. How does a state exercise the reserved and concurrent powers provided for in the Constitution? | 51. Have students li a class discussi such fields as e cussion could br reserved and con in recent years. |
| | 52. Attention is giv on Urban Problem |
| | 53. Assign groups of practices of sta powers as admini may be especiall Delaware, New Je of drivers, liqu |
| | 54. Counties in diff Students may con out what duties |
| | 55. Compare and cont ments in large a populated areas of schools, mai |
| E. What is the process of Policy Making? | 56. Students have pr (see Activity No to begin a discu The discussion c<br>a. Who ar<br>b. Is the govern<br>c. What p formul<br>d. What p action |
| 1. How and to what extent does public opinion shape government policy? | 57. A film "How a B in the Curricul |

## SUGGESTED ACTIVITIES

51. Have students list the powers reserved to the states. Conduct a class discussion on the gradual erosion of state powers in such fields as education, highways, public welfare. The discussion could bring out the fact that the distinction between reserved and concurrent powers has become increasingly vague in recent years.

52. Attention is given to city and county government in the unit on Urban Problems which comes later in the course.

53. Assign groups of students to do some research on varying practices of state governments with respect to some specific powers as administering taxation, welfare or education. They may be especially interested in comparing the states of Delaware, New Jersey and New York in the fields of registration of drivers, liquor and cigarette laws.

54. Counties in different states often fulfill varied functions. Students may consult some references on government to find out what duties county governments may assume.

55. Compare and contrast the problems encountered by state governments in large and small states or in densely and sparsely populated areas with respect to problems such as provision of schools, maintenance of highways, police protection, etc.

56. Students have previously formulated a definition of policy (see Activity No. 2). They should utilize this definition to begin a discussion on policy making in the government. The discussion could include the following points:
    a. Who are the policy makers?
    b. Is there a consistent policy in American government?
    c. What part does the bureaucracy play in formulating policy?
    d. What part does policy play in the day-to-day actions of government?

57. A film "How a Bill Becomes a Law", (Sd. 106.2) is available in the Curriculum Center.

| CONTENT | |
|---|---|
| | 58. The first content a |
| | 59. Have stud such as t subject. this poli |
| 2. In what way may particular interest groups affect governmental policy? | 60. In consid should di public po be an int represent before Co roles. |
| | 61. Students devices i lesson, s which are |
| | 62. Students periodica shape pub |
| | 63. A film on the Curri |
| | 64. Students to become means the |
| | 65. There are Drury's A picture o student o on one of |
| | 66. As a culm approach wording o ment shou |

## SUGGESTED ACTIVITIES

58. The first unit, "Man and Society", has activities on this same content area.

59. Have students choose a specific example of governmental policy such as the poverty program, and examine periodicals on that subject. They may be interested in speculating on the ways this policy may be affected by public opinion.

60. In considering both public opinion and propaganda, students should discuss the effects of various lobby groups upon public policy on either a state or national level. It might be an interesting assignment to have each student choose to represent a particular interest group and then discuss a bill before Congress or the Assembly in terms of their particular roles.

61. Students have already made a detailed study of propaganda devices in Unit One. After reviewing the essentials of that lesson, students should discuss the various propaganda means which are employed to influence public policy.

62. Students should bring in clippings from newspapers and periodicals which demonstrate propaganda methods used to shape public opinion on public policy.

63. A film on "Pressure Groups" (Sd. 135.2) is available from the Curriculum Center.

64. Students may select a particular issue on which they wish to become a pressure group. Have them list the various means they may use to influence public policy.

65. There are several well-known fiction books, such as Allen Drury's Advise and Consent, which present an interesting picture of the pressures involved in policy making. A student or group of students may be interested in reporting on one of these books.

66. As a culminating activity, again utilize the problem-solving approach in a discussion of policy making. A possible wording of the problem might be, "Who in a democratic government should make the ultimate decisions concerning policy?"

| CONTENTS | S |
|---|---|
| | 67. Students shoul sources to defi foreign poli and peacefu |
| F. What is foreign policy? | 68. Have the stude various factor the teacher ma Affairs in the |
| | 69. Students shoul governmental a foreign policy |
| G. IS OUR CONSTITUTIONAL DEMOCRACY ADEQUATE?<br>1. What are the problems facing American government? | 70. One of the fun investigating scene and to a may prepare re to find out (a (b) the partie (d) the action this list with might include mittee, Senate devices, etc. |
| | 71. Students shoul magazines whic difficulty in form a bulleti under various |
| | 72. As was done in list of proble check other pe sources to com era with their |

SUGGESTED ACTIVITIES

67. Students should do preliminary reading in texts and supplementary sources to define terms such as the following:
foreign policy, foreign relations, realism, brinksmanship, and peaceful coexistence.

68. Have the students assemble a bulletin board showing the various factors that influence foreign policy. For reference the teacher may want to use Saul Padover's pamphlet Foreign Affairs in the Eagleton Institute series.

69. Students should list at least five governmental and non-governmental agencies which may influence a particular foreign policy, e.g. Middle East policy.

DEQUATE?

American

70. One of the functions performed by our Senate is to act as an investigating body into current malpractices on the American scene and to act on the basis of its investigations. Students may prepare reports on any of the following investigations to find out (a) why the case appeared at a particular time (b) the parties involved (c) the problem in question, and (d) the action that was taken. The teacher may supplement this list with any current investigation. Some investigations might include the Army-McCarthy hearings, Senate Rackets Committee, Senate Investigation into auto safety, bugging devices, etc.

71. Students should bring in clippings from newspapers and magazines which will pinpoint some particular aspect of difficulty in American society. These may be utilized to form a bulletin board in which the clippings are categorized under various headings.

72. As was done in Unit I, students may formulate a priority list of problems facing the American people. They may check other periods of history in texts and supplementary sources to compare the problems and priorities of that era with their own.

| CONTENTS | |
|---|---|
| 2. What are the strengths of the American governmental system? | 73. As with the<br>a list of th<br>needs of soc<br>74. Students sho<br>limitations<br>should discu<br>democracy ad<br>inadequate?<br>75. The culminat<br>solving appr<br>stitutional<br>as follows:<br>In what ways |

SUGGESTED ACTIVITIES

73. As with the "problems of democracy", have the students formulate a list of the ways in which the American government meets the needs of society. This list should be used for discussion.

74. Students should write an essay contrasting the advantages and limitations of the American constitutional government. This essay should discuss the questions: To what extent is our Constitutional democracy adequate? To what extent is our Constitutional democracy inadequate?

75. The culminating activity for this unit is the use of the problem-solving approach in a discussion of the question: Is our Constitutional democracy adequate? This question may be restated as follows: In what ways is our Constitutional democracy adequate? In what ways does it appear to be inadequate?

## UNIT III: URBAN PROBLEMS

### OVERVIEW

Suggested Time: 7 weeks

This unit is designed to utilize the city of Wilmington as an
of an urban area under study. Students in the Wilmington Public S
cerned about the problems of their own city. If the city is used
areas the teacher may make use of nearby agencies, officials, news
as well as utilize the experiences of the students.

Speakers may be obtained from local, city and state agencies
Greater Wilmington Development Council, Delaware Correctional Coun
Public Welfare Office, Public Works Department and the Wilmington
groups and community leaders. Speakers should be requested and sc
case the principal must be notified about any guest speaker before

The transparencies mentioned in the unit will be made availab
Visual Department of the Wilmington Public Schools.

Good local references in booklet form are:

Planning (10 part series)
Advanced Planning Division, 1966
New Castle County Regional Planning Commission
County Engineering Building, Kirkwood Highway, Wilming

Comprehensive Plans (1 comprehensive summary of six work
City of Wilmington
Wilmington Commission on Zoning and Planning
Public Building, Wilmington, Delaware

Series of studies on various urban problems in Wilmingto
unemployment, transportation, recreation, etc. (Prepared
Division of Urban Affairs
University of Delaware, Newark, Delaware

## NIT III: URBAN PROBLEMS

### OVERVIEW

Suggested Time: 7 weeks

he city of Wilmington as an example of a city with the problems
in the Wilmington Public Schools should be knowlegeable and con-
city. If the city is used as an example of the problems of urban
y agencies, officials, newspapers and models for resource materials
he students.

l, city and state agencies such as the Wilmington Housing Authority,
, Delaware Correctional Council, Mayor's office, Public Safety Director,
artment and the Wilmington Public Schools as well as local citizens'
should be requested and scheduled before the unit is begun. In each
ut any guest speaker before he is scheduled.

e unit will be made available in the school libraries by the Audio-
lic Schools.

orm are:

1966
Planning Commission
, Kirkwood Highway, Wilmington, Delaware

hensive summary of six working papers)

ning and Planning
, Delaware

urban problems in Wilmington, such as
recreation, etc. (Prepared for G.W.D.C., 1963)

ark, Delaware

It may be useful to have each student choose to make a special
A paper demonstrating the problem-solving techniques presented to th
culmination of this project. This approach permits individual stude
class discussions.

### OBJECTIVES OF THIS UNIT

By the end of the unit the student should be able to:

1. Write a definition of "city" that includes six attributes t it from a rural area or a town.

2. Compare the early functions of cities with their functions century.

3. Describe the characteristics of suburbs that cause them to as part of an urban area rather than a rural area.

4. Demonstrate an understanding of the concept of "megalopolis the commercial, cultural and political connections between Philadelphia, Wilmington and Baltimore, and Wilmington and

5. Contrast the general characteristics of the population of W of rural and suburban populations with respect to age, race

6. Explain why transportation, air pollution, population densi mobility are critical problems in the city but not in small

7. Cite newspaper articles or partisan brochures as evidence o urban problems in Wilmington.

8. Demonstrate a knowledge of the forces which help to shape p in a large city by listing special interest groups such as business or particular political interests. Students shoul recognize the existence of such special interests in influe of a superhighway through town, the attitude toward a new s or toward increased salaries for teachers.

each student choose to make a special study of an urban problem in Wilmington. lem-solving techniques presented to the student in Unit One could be the This approach permits individual students to become resource persons for the

## OBJECTIVES OF THIS UNIT

ent should be able to:

"city" that includes six attributes that differentiate r a town.

ctions of cities with their functions in the mid-twentieth

istics of suburbs that cause them to be classified ea rather than a rural area.

tanding of the concept of "megalopolis" by describing ral and political connections between Wilmington and ton and Baltimore, and Wilmington and New York.

characteristics of the population of Wilmington with those populations with respect to age, race, income and sex.

ation, air pollution, population density and population problems in the city but not in small towns or villages.

s or partisan brochures as evidence of the existence of mington.

ge of the forces which help to shape public policy sting special interest groups such as minorities, big political interests. Students should be able to e of such special interests in influencing the route ugh town, the attitude toward a new school bond issue laries for teachers.

9. Describe orally or in writing the difficulties met by a particular Wilmington agency such as the Housing Authority or the Traffic Bureau in attempting to solve some specific urban problems.

10. Show an awareness of the scope of such problems as transportation and urban renewal in Wilmington by contrasting them with the problems of New York City, Chicago or any other large city.

11. List some sources of information related to urban areas on the national, state, country and city levels.

12. Show an awareness that many urban problems which appear to require primarily physical solutions are often really intricately involved with delicate social, economic and political problems by describing at least two problems in which this is true, as transportation, slum clearance, or sanitation.

13. Draw a diagram representing five concentric zones dividing an urban area into zones of slums, warehouses and deserted properties; a zone of business and commercial districts; another of old homes, multi-family dwellings and small stores; one of newer apartment houses; and finally one of truly residential suburbs.

14. Compare in writing the advantages and disadvantages of moving to the suburbs from Wilmington or from the city of New York to its suburbs.

15. Cite and explain reasons for the disintegration and decay of the center city area.

16. Distinguish between a "slum", a "ghetto" and a middle income neighborhood.

17. List a number of the usual health problems of a city and select those that have been dealt with successfully by most cities and those that still remain dangerous in most cities and suggest some explanation for those that still remain dangerous.

18. Give two specific examples of conflict between the city of Wilmington and the county or the State of Delaware which resulted from the overlap of legal units and which produced an impasse on some issue.

19. Show an awareness of the problems of providing educational services in a city.

20. Discuss, either orally or in writing, the conditions in urban areas that might account for the high crime rate.

21. Write a description of an urban renewal or redevelopment project in Wilmington or Philadelphia that seems an obvious failure and another which is an apparent success.

22. Describe the increasingly serious financial problems of city government because of diminishing sources of income and increasing demands for services.

23. Write an essay on the probable impact that the trend toward urbanization and the concept of megalopolis will have on the United States and perhaps the world in the the 21st century.

24. Write a paper embodying constructive suggestions for remedying some of Wilmington's most stubborn problems and displaying an understanding of the local values, the political and economic pressures and the finances that determine the practicality of attempting to implement remedies of any sort.

| CONTENT | S |
|---|---|
| I. What is an urban community?<br>A. How can it be determined whether or not a community is urban? | 1. Assign the studen "city" in their o students can agre to be considered |
| B. Why are there cities? | 2. Discuss with the tence and growth Chapter 26 in Pro other similar rea city with emphasi and from one soci |
| C. Why have cities grown so large and important in many places in modern America? | 3. Have students cre in the functions principal interes Chicago, St. Loui years ago with th years ago compare |
| | 4. Hand out a list o the students loca reason why they h brought about the potential as site Orleans. |
| | 5. In a class discus factors which cau States in the ear in Problems and P able to lengthen the automobile, e |
| | 6. Give two students turning points or them give a repor with the class wh (flour milling, a they have changed by Anna T. Lincol |

## SUGGESTED ACTIVITIES

1. Assign the students the task of writing a definition of the term "city" in their own words. Then discuss this in class until students can agree on a list of attributes that a community must have to be considered a "city" rather than a town or rural area.

2. Discuss with the students some possible explanations for the existence and growth of cities in ancient and modern times. Then assign Chapter 26 in Problems and Promise of American Democracy or any other similar reading assignment that discusses the history of the city with emphasis on how cities differ from one era to another and from one society to another.

3. Have students create their own illustrations of the real changes in the functions of cities that time can bring by comparing the principal interests and activities or such cities as Boston, Chicago, St. Louis, and Atlanta fifty years ago and one hundred years ago with those of today. (i.e. cotton market one hundred years ago compared to industrial center today)

4. Hand out a list of the major cities in the United States and have the students locate these on the map. Find at least one geographic reason why they have become the largest cities. What changes brought about the decline of some settlements that seemed to have potential as sites for great cities? Examples: Buffalo and New Orleans.

5. In a class discussion have students attempt to compile a list of factors which caused the growth and spread of cities in the United States in the early twentieth century. After reading Chapter 27 in Problems and Promise of American Democracy, they should be able to lengthen their lists. (Keep to such general factors as the automobile, electricity, railroads, automated farming.)

6. Give two students a few days to do some research on the major turning points or steps in the development of Wilmington. Have them give a report on this information to the class and discuss with the class what the major influences on Wilmington have been (flour milling, arrival of duPonts, the railroad, etc.) and how they have changed this city. (Consult: Wilmington Under Four Flags by Anna T. Lincoln, Tuttle Publ. Co. 1937)

| CONTENT | SUGGESTED A |
|---|---|
| | 7. Show the set of trans mington in the last t library) Discuss why that it did. |
| D. What new concepts have been created by the spread of modern cities? | 8. Show the class the o boundaries (See Libr question of whether city. (Refer back to cuss the boundaries demonstrate the diff and the extent of the parency of the Unite they consider to be |
| | 9. Describe the charact classified as urban |
| E. What is the significance of the urban community in the United States today? | 10. Show the film, "Middl (Sd. 214.2). Discuss "industrial park", an film. |
| | 11. Assign the students t the assertion that Wi then do the same with New York City, Baltin Newark's relationshi this topic. |
| | 12. Show a transparency o the urban (including to 1960. Discuss wit have affected the cha ethics and standards library provides this contrasts the charact of the suburbs with |

## SUGGESTED ACTIVITIES

7. Show the set of transparencies which illustrate the growth of Wilmington in the last two centuries. (Available in the school library) Discuss why Wilmington probably spread in the directions that it did.

8. Show the class the overhead transparency set of the current boundaries (See Library) of Wilmington and discuss with them the question of whether or not these are the "real" limits of the city. (Refer back to the definition developed in No. 1.) Discuss the boundaries of "greater Wilmington." This should demonstrate the difference between the legal limits of a city and the extent of the urban area of Wilmington. Add the transparency of the United States Census Report's illustration of what they consider to be Wilmington's "urban area" and discuss.

9. Describe the characteristics of suburbs that cause them to be classified as urban rather than a rural area.

10. Show the film, "Middle Atlantic Seaboard Region: Great Cities", (Sd. 214.2). Discuss the terms "megalopolis", "metropolitan", "industrial park", and "bedroom community". This is an excellent film.

11. Assign the students the task of writing up a case or argument for the assertion that Wilmington is a satellite of Philadelphia; then do the same with the relationship between Wilmington, New York City, Baltimore, and Philadelphia. Ask students what Newark's relationship to Wilmington is currently and discuss this topic.

12. Show a transparency contrasting the farm or rural population with the urban (including suburban) in the United Stated from 1800 to 1960. Discuss with the class how these changes in population have affected the character of the country in politics, education, ethics and standards of living. A transparency in the school library provides this information. Another set of transparencies contrasts the character of the population of the city with that of the suburbs with respect to age, race, and education.

| CONTENT | |
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| | 13. Have the st can?" and a accuracy of say should past. The may be foun |
| | 14. Ask each st describe hi he would us James Bond. use to desc westerns an and Andrew American co with the st to the stud American ou unwashed bu farmer to o |
| F. What indications are there that there is any great "urban crisis" in America today? | 15. Have the st sources on of the unit articles on put on the library for possible th toward foll |
| II. What is the nature of the "crisis" in urban America? | 16. Assign a re Democracy. them to com four worst Discuss the agreement o |
| | 17. For homewor its four pr by finding tantiate th |

SUGGESTED ACTIVITIES

13. Have the students read the essay by Crevecoeur, "What is an American?" and ask them to comment either in writing or in class on the accuracy of his description if applied to America today. This essay should illustrate the traditional values from America's rural past. The notion of cultural lag may be introduced. The essay may be found in Living Ideas in America by Henry Steele Commager.

14. Ask each student to make a list of the adjectives he would use to describe his concept of a farmer today, and another list of those he would use to describe the urbane hero of current fiction, as James Bond. Each student should then list the adjectives he would use to describe the "city slicker" as he appears in television westerns and in the fables of folk heroes such as Davy Crockett and Andrew Jackson. Lead the students to contrast the traditional American concept of the city dweller and of the rough country man with the student's modern views. This exercise should demonstrate to the students the changes urbanization has brought about in the American outlook--from one of admiration for the poor, uneducated, unwashed but honest, resourceful, and courageous backwoodsman or farmer to one approaching disdain for his backwardness.

15. Have the students collect clippings from the local paper or other sources on problems of the city of Wilmington throughout the time of the unit. Different students can be put in charge of collecting articles on various problem areas. The total collection can be put on the bulletin board or in a scrapbook to be donated to the library for the future use of Modern Problems students. Whenever possible the clippings should be discussed in class with a view toward following the latest developments in a special problem area.

16. Assign a review of Chapter 27 in Problems and Promise of American Democracy. Then divide the students into small groups and instruct them to come up with a group list of what they think may be the four worst problems common to the major cities in the United States. Discuss these lists until the class can come to some sort of an agreement on one list of four.

17. For homework, each group could be challenged to find proof that its four problems are really at the crisis stage in a major city, by finding articles in newspapers or periodicals that will subtantiate their claims.

| CONTENT | |
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| | 18. At this point p problem-solving standing of the and develop, in for solving the planning agenci the school libr maps, reports a involved. Such<br>Correction<br>Department<br>Welfare De<br>Mayor's as<br>Citizen's<br>Wilmington |
| III. To what extent are most of the established cities of the United States physically modern and economically healthy?<br>A. How did cities develop their present mixture of physical problems? | 19. Have groups of attributes of m fashioned to fi water pipes, ut parking facilit Have students c |
| | 20. Show the film " cuss the changi described in th |
| B. What is the extent and significance of the commercial decay of the center city and the changing housing patterns? | 21. Order recent ce in Washington, parencies in th level, the inco the census zone the United Stat a comparison in neighborhoods a they observe an four maps. Wha areas? Why do income and inco should caution on the basis of |

18. At this point projects can be assigned to students. Using the problem-solving method they should attempt to develop some understanding of the seriousness of a particular problem in Wilmington and develop, in a written assignment, some ideas or suggestions for solving them. A great deal of information from the various planning agencies in the city, state and county is available in the school library. Students can obtain brochures, pamphlets, maps, reports and interviews quite easily from the local agencies involved. Such sources as the following may be investigated:
    Correctional Council of Delaware
    Department of Corrections
    Welfare Department
    Mayor's assistant
    Citizen's Council for Clean Air
    Wilmington Housing Authority

19. Have groups of students draw up lists of some of the physical attributes of most early American cities which are too old-fashioned to fit the demands of the 20th century, e.g. roads, water pipes, utilities, reservoirs, housing, commercial buildings, parking facilities, trains, sanitation facilities, bridges, etc. Have students consider these specifically as they affect Wilmington.

20. Show the film "How Cities Grow" (Sd. 100.1). After the film discuss the changing concentric "zones of transition" in the city as described in the film.

21. Order recent census reports on Wilmington from the Census Bureau in Washington, D.C., and compare them with the reports and transparencies in the library. The latter illustrate the educational level, the income and the race and job status of residents of the census zones in Wilmington, as well as the location of housing the United States Census Bureau defines as "dilapidated." Such a comparison in class should demonstrate the rapidly changing neighborhoods and the decay of the center city. Ask students if they observe any similarities in the status of some areas on all four maps. What generalizations might they make concerning these areas? Why do areas of dilapidated housing, poor education, low income and incomplete families tend to coincide? The teacher should caution students about the dangers of over-generalizing on the basis of limited data.

| CONTENT | |
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| | 22. Two clev Wilmingt district the city Wilmingt<br>23. Using th on Popul dents ca exodus f the rest suburban |
| C. How much of a problem is adequate housing for low and middle income families in Wilmington? | 24. Have the have to<br>25. Invite s speak to in the c the clas amount o the curr the hous |
| D. What are the important physical services that must be provided for the people of a city by the city? | 26. The clas location with the illustra underway students subjects<br>27. Show the is a ver life", a city is them by |

## SUGGESTED ACTIVITIES

22. Two clever students should be assigned to locate information in Wilmington Under Four Flags as to where the original business district, society hill, and middle class residential areas in the city were and how they moved throughout the history of Wilmington.

23. Using the Greater Wilmington Development Council (GWDC) Report on Population Movement in Wilmington (Library), two other students can be assigned to prepare an explanation for the current exodus from the center of the city outward, and present it to the rest of the class. What advantages of the city if the suburbanite leaving behind? What is he gaining?

24. Have the students make lists of what features a residence must have to be considered an adequate family home.

25. Invite someone from the Wilmington Housing Authority (WHA) to speak to the class on how much adequate housing is available in the city, where, and at what cost. If here is a shortage the class can ask him about what has been done to increase the amount of low-income housing that is adequate. (Depending on the current situation it might be better to invite someone from the housing division of the GWDC.)

26. The class may want to re-examine the transparencies on the locations and severity of dilapidated housing, at this point, with the invited speaker on housing. Show the transparency illustrating the five principal urban renewal projects now underway. The speaker can discuss this with students or those students who have chosen housing or urban renewal as project subjects can explain the different projects.

27. Show the film "The City" (Sd. 46.3). It is quite old, but it is a very dramatic and well-done description of "polluted city life", although it is dedicated to the idea that the planned city is a panacea. The class can discuss the impressions given them by this artistic propaganda film.

| CONTENT | |
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| | 28. If no projects mittee of stud of air and wat secured from t ment of Health Wilmington Eve in February 19 as resource pe |
| | 29. Show transpare significance. cities with po |
| | 30. An official fr speak to the c food, air, and to bring into ments as possi spection laws, The State Wate formation. |
| | 31. A local Public Department car to question hi and sewer and |
| | 32. A study should deals with the |
| E. To what extent has transportation into and within the big cities in the United States become a critical situation? | 33. Several studen formation from problems of th cisco. They c maps and infor class discussi in problem sol |

## SUGGESTED ACTIVITIES

28. If no projects have been assigned on the subject, a small committee of students can be chosen to investigate the seriousness of air and water pollution in urban areas. Information can be secured from the local "Citizens for Clean Air" and the Department of Health, Education, and Welfare in Washington. The Wilmington Evening Journal also ran a series on the subject in in February 1968. Members of the science department can be used as resource persons.

29. Show transparencies on pollution (Library) and discuss their significance. (Wilmington is fifteenth in the nation among cities with polluted air.)

30. An official from the local Health Department can be invited to speak to the class on the difficulty of providing clean water, food, air, and housing to the people of a city. Ask the speaker to bring into his exchange with the students as many recent developments as possible, such as the federal "rat bill" and meat inspection laws, as well as the most recent anti-pollution laws. The State Water Resources Commission may provide additional information.

31. A local Public Works official or the New Castle County Highway Department can be invited to class or be visited by a committee to question him on the problems of snow and garbage removal and sewer and underpass flooding in the city.

32. A study should be made by another committee of how the county deals with the problems mentioned in Nos. 30 and 31.

33. Several students should be assigned the task of gathering information from periodicals on the enormity of the transportation problems of the big cities of New York, Chicago and San Francisco. They could then report to the class their findings with maps and information on some suggested or trial solutions. The class discussion that follows could then be made a minor exercise in problem solving.

| CONTENT | SUGG |
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| | 34. Discuss and list o other urban proble a city, either cre city, employee inc of ghetto, access |
| | 35. Ditto copies of th and use the transp the students indic in rush hour traff as a whole can the traffic barriers i Then invite an off Works Department o the class the diff problems. The Urb Delaware has publi library. |
| | 36. The Philadelphia P plans for the rene assigned a project of Wilmington and Development Commis |
| F. What success has been met so far in attempts to deal with the physical problems of cities? | 37. All students shoul booklets describin and current progra be able to compare (Available from Wi |
| | 38. Assign students a drawbacks of the d projects now under Block Blight, Inc. St. Andrews will p whose approaches v |

SUGGESTED ACTIVITIES

34. Discuss and list on the blackboard or overhead projector what other urban problems poor transportation systems in and around a city, either create or aggravate. (Such as: Business in center city, employee inconvenience, city services, further isolation of ghetto, access to medical facilities)

35. Ditto copies of the map of the main commuter routes into Wilmington and use the transparency of the same map (in the Library). Have the students indicate on their maps at least three trouble spots in rush hour traffic with descriptions of the trouble. The class as a whole can then arrive at a list of four or five of the worst traffic barriers in the city or on the way in or out of the city. Then invite an official from the Traffic Division of the Public Works Department or the County Traffic Commission to explain to the class the difficulties involved in alleviating these traffic problems. The Urban Affairs Department of the University of Delaware has published a report on the subject and it is in the library.

36. The Philadelphia Planning Commission will send the students the plans for the renewal of center city Philadelphia so they can be assigned a project comparing the success of Philadelphia with that of Wilmington and information is also easily available from the Development Commission in Washington, D. C.

37. All students should be given the Wilmington Housing Authority booklets describing the five principal urban renewal projects and current programs reports. After reading this, they should be able to compare projects and discuss their relative worth. (Available from Wilmington Housing Authority offices)

38. Assign students a two-page paper on the relative merits and drawbacks of the different purposes and methods of the various projects now underway or in the planning stages in Wilmington. Block Blight, Inc., Bethel A.M.E. Church and Father Casson of St. Andrews will provide students with information and speakers whose approaches vary considerably from one another.

| CONTENT | | SUGGESTED |
|---|---|---|
| | | 39. Have three students write and Welfare, the Departme of Transportation in Wash federal programs to aid u visual material and summa to the rest of the class. |
| G. | What are some of the common failings of urban renewal plans? | 40. Assign Chapter 28 in Probl At this point the student and drawbacks of various 1) relocation complaints, moval, 3) the creation of and involved red tape del with low-rent housing. |
| | | 41. Before they submit the pl Magazine's Excerpt No. 20 other publication which il city planning and are exot |
| | | 42. Divide the class into two commission to design and s plan for a model city. Ea other group, which is acti and disadvantages of each of the "city council." |
| | | 43. Assume that a worthwhile p council. Students should why it was rejected. Thes and cooperation between go sources of local governmen Have the members of the cl political factors which of that may appear to be prim |
| IV. | What are the explosive social issues that have precipitated many urban crises? | 44. Assign Chapter 29 in Probl or any reading which discu peculiar to cities. It mi chapter into several insta Section IV of this curricu |

SUGGESTED ACTIVITIES

39. Have three students write to the Department of Health, Education and Welfare, the Department of Urban Affairs, and the Department of Transportation in Washington to request information on current federal programs to aid urban renewal. They should organize the visual material and summarize the information for presentation to the rest of the class.

40. Assign Chapter 28 in Problems and Promise of American Democracy. At this point the students should be able to discuss the faults and drawbacks of various urban renewal programs, such as 1) relocation complaints, 2) fear of the practice of Negro removal, 3) the creation of high-rise ghettos, 4) patchwork planning and involved red tape delays, 5) the reluctance to replace slums with low-rent housing.

41. Before they submit the plan in No. 42 they should examine Life Magazine's Excerpt No. 20 on "The Cities of Tomorrow" or some other publication which illustrates the dreams of the future in city planning and are exotic or radical in nature.

42. Divide the class into two groups, with each to act as a planning commission to design and seek approval of the city council for a plan for a model city. Each group should present its plan to the other group, which is acting as the city council. The advantages and disadvantages of each plan should be pointed out by the members of the "city council."

43. Assume that a worthwhile plan has been rejected by the city council. Students should suggest some of the possible reasons why it was rejected. These may include: 1) lack of coordination and cooperation between government agencies, 2) inadequate resources of local government, 3) confusion in goals and values. Have the members of the class discuss the social, economic and political factors which often complicate the solution of problems that may appear to be primarily physical.

44. Assign Chapter 29 in Problems and Promise of American Democracy or any reading which discusses the social and political problems peculiar to cities. It might be more effective to divide the chapter into several installments to be spread throughout Section IV of this curriculum outline.

| CONTENT | SUGG |
|---|---|
| A. What is the critical situation in the city schools of the United States and especially Wilmington? | 45. After discussing the<br>have the students fi<br>They should discuss<br>city schools in view<br>46. Show the transparenc<br>Negroes to whites in<br>47. In 1966 a New York U<br>problems of Wilmingt<br>some remedies which<br>and disadvantages:<br>a. Division of th<br>added to the s<br>or<br>b. Division of th<br>which would ex<br>quiring reorga<br>c. In order to in<br>(1) Bussing<br>(2) An educat<br>(3) Speciali<br>48. A few students may be<br>reporting to the clas<br>How is the Wilmingto<br>What are the advanta<br>How are school taxes<br>49. Make a list in class<br>Wilmington schools f<br>education for the bl<br>classes for retarded<br>50. Some students may be<br>schools with nearby<br>facilities, textbook<br>their findings in a<br>from the class. |

## SUGGESTED ACTIVITIES

tter discussing the evils of segregated schools of the past, ive the students find a definition of "de facto" segregation. ey should discuss the increasing difficulty of integrating ity schools in view of the changing population of the city.

ow the transparencies illustrating the increasing ratio of groes to whites in the Wilmington schools.

1966 a New York University team was employed to survey the oblems of Wilmington's city schools. This group suggested me remedies which students may be asked to weigh as to merits d disadvantages:

a. Division of the city into quadrants which would be added to the suburban district adjacent to them

or

b. Division of the city into pie-shaped areas, each of which would extend out into the suburbs, thereby requiring reorganization of them too.
c. In order to integrate these districts provide for:
    (1) Bussing
    (2) An educational park
    (3) Specialized high schools

few students may be interested in collecting information and eporting to the class on such topics as the following:
ow is the Wilmington Board of Public Education chosen?
hat are the advantages and disadvantages of this method?
ow are school taxes determined? Who collects them?

ake a list in class of the special services provided by the ilmington schools for students and the community. Include ducation for the blind, deaf and disabled; community schools; lasses for retarded and emotionally disturbed children.

ome students may be interested in comparing the Wilmington chools with nearby suburban schools with respect to physical acilities, textbooks and teachers' salaries. They may present heir findings in a panel discussion, followed by questions rom the class.

| CONTENT | SUGGEST |
|---|---|
| | 51. Discuss the recent p violence in the scho leadership training, |
| | 52. Assign a group of fo cussion on the subj used as vehicles of it be continued? I |
| B. What has been Wilmington's official reaction to increased crime and violence within the city? | 53. Several students sho missioner of Public mitted in the city? the city on the inc Who are the crimina |
| | 54. Invite a member of t questions the class the crime rate in Wi Insist that each st on how crime can be |
| | 55. The Correctional Co mission may be aske describe what measu delinquent youth or |
| | 56. The class may be di listing at least tw mediately workable s for avoiding any mo by it. |
| C. To what extent is the urban crisis caused by the pressure of poverty and unrest on the part of a deprived minority? | 57. Assign for homework "ghetto" and a "slum Consider also the m |

## SUGGESTED ACTIVITIES

51. Discuss the recent program in Wilmington designed to cut down on violence in the schools, as monitors, fencing of school yards, leadership training, etc.

52. Assign a group of four or five students to present a panel discussion on the subject: "To what degree are our schools being used as vehicles of social change?" If this is being done, should it be continued? If not, why not?

53. Several students should be sent to interview Wilmington's Commissioner of Public Safety on "What is the nature of crimes committed in the city?" and "To what extent is the crime rate in the city on the increase? Where and when do most crimes occur? Who are the criminals?"

54. Invite a member of the Crime Prevention League to answer any questions the class may have on what is being done to hold down the crime rate in Wilmington. (Mr. Krams has volunteered.) Insist that each student be prepared with three questions to ask on how crime can be prevented in the city.

55. The Correctional Council of Delaware and the Youth Services Commission may be asked to send a representative to the class to describe what measures are taken in Delaware to rehabilitate delinquent youth or the nascent adult criminal.

56. The class may be divided into buzz groups for the purpose of listing at least two and not more than five specific and immediately workable suggestions for improving the city's chances for avoiding any more rioting or the injury and damage caused by it.

57. Assign for homework to the whole class the task of defining a "ghetto" and a "slum" and comparing the meaning of the two. Consider also the meaning of "middle income neighborhood."

| CONTENT | SUGGES |
|---|---|
| 1. What is the situation of "confined" minorities? | 58. Show the film "A Plac what the young slum-c might be for the rest |
| | 59. Discuss in class or g housing" and "closed cerning open housing? |
| | 60. Invite (or interview) to discuss what provi have and what the fut time. |
| 2. What does Wilmington do to alleviate the hardships of the poor? | 61. The students should b following questions:<br>1. What health se the county? t<br>2. What are the s What private a<br>3. What welfare s Where does the<br>4. Show the trans New Focus, Mar |
| D. How does the political situation in a city affect the problems of an urban area? | 62. Make a transparency i Wilmington with the c (Use League of Women published semi-annual |
| 1. How adequate are the financial resources of cities to meet the demand for services? | 63. Two students can be s where the city gets i lems of Wilmington. the newspapers. The |
| | 64. After reading Chapter dents list five diffi raising money. Discu |

## SUGGESTED ACTIVITIES

es?

58. Show the film "A Place to Live" (Sd. 172.2). Discuss afterward what the young slum-dweller's reaction to the world around him might be for the rest of his life.

59. Discuss in class or give as homework the task of defining "open housing" and "closed housing." What is the Delaware law concerning open housing? How effective is it?

60. Invite (or interview) a prominent supporter of "open housing" to discuss what provisions "open housing" laws should or can have and what the future of such legislation appears at the time.

61. The students should be divided into teams to do research on the following questions:
    1. What health services does the city of Wilmington provide? the county? the state? the federal government?
    2. What are the sources of revenue for community services? What private agencies are available?
    3. What welfare support is available in Wilmington? Where does the money for this welfare come from?
    4. Show the transparencies on Public Welfare from New Focus, March, 1969.

62. Make a transparency illustrating the political organization of Wilmington with the current office holders named on a chart. (Use League of Women Voters, Facts on New Castle County published semi-annually.)

63. Two students can be sent to see the city treasurer to discuss where the city gets its income and what are the financial problems of Wilmington. The Mayor's Annual Report is published in the newspapers. The students should report to the class.

64. After reading Chapter 29, etc. or a similar reference, have students list five difficulties cities are likely to have in raising money. Discuss these in class.

| CONTENT | SUGG |
|---|---|
|  | 65. Discuss "What are a sales tax to rai *Journal*, March, 19 |
| 2. What is the relationship of most cities with the county and the state to which they belong? | 66. If Chapter 29, *Pro* previously been as county-city and ci |
|  | 67. Have students disc and Wilmington wit courts, etc. |
|  | 68. In what ways do su facilities? What existence of the c |
|  | 69. Have students list among the city and and b) a state whi |
|  | 70. The class should b cidents of frictio (e.g., I 95 inters replacement of the Authority, differe the presence of th cidents should emp dictions. |
|  | 71. Discuss the questi of political autho and state authorit lems as police, hi |

## SUGGESTED ACTIVITIES

Discuss "What are the merits of a city using a salary tax and/or a sales tax to raise needed revenue?" (See material in the News Journal, March, 1969.)

If Chapter 29, Problems and Promise of Democracy, has not previously been assigned, it should be done for this topic of county-city and city-state relationships.

Have students discuss the relationship between New Castle County and Wilmington with respect to parks, police, highways, county courts, etc.

In what ways do suburban dwellers continue to utilize city facilities? What stake do the suburbs have in the continued existence of the city?

Have students list some possible sources of three-way friction among the city and a) a county which contains a large population and b) a state which contains a large rural population.

The class should be able to remember at least a few recent incidents of friction between New Castle County and Wilmington (e.g., I 95 intersection on Delaware Avenue, the tax rate, the replacement of the Delaware Coach Company by a Transportation Authority, differences between the Governor and the Mayor over the presence of the National Guard.) A discussion of such incidents should emphasize the problems of overlapping jurisdictions.

Discuss the question: "To what extent does the division of political authority in a large urban area among city, county and state authorities affect their ability to solve mutual problems as police, highways, schools?"

| CONTENT | SU |
|---|---|
| | 72. Ask students to lis<br>City of Wilmington<br>if not provided. T<br>sch<br>wel<br>pen<br>roa<br>hom |
| 3. How does the political organization of the city affect its ability to deal with its other problems? | 73. Arrange a two-or th<br>three sets of two s<br>general methods of<br>Council, City Manag<br>they wish to presen |
| | 74. For homework, have<br>books to make a lis<br>in the United State<br><br>Discuss in class ho<br>(Examples: Tammany |
| | 75. Suggest to the stud<br>by Edwin O'Connor o<br>a city political ma |
| | 76. Take as large a grou<br>If arrangements can<br>the new city charte<br>the charter was cha |
| 4. What is the extent and effect of minority pressures on city government? | 77. Ask students to fin<br>adults in the city<br>in Wilmington such<br><br>Discuss the possibl<br>question of whether<br>to minority pressur |

## SUGGESTED ACTIVITIES

72. Ask students to list the services provided by the state for the City of Wilmington that would be a financial burden for the city if not provided. The list might include the following:
    - school aid
    - welfare
    - penal institutions
    - roads
    - homes for the elderly

73. Arrange a two-or three-way debate by assigning either two or three sets of two students each to find the advantages of different general methods of organizing a city government such as Mayor-Council, City Manager, Mayor-Commission or any other combinations they wish to present.

74. For homework, have the class search some American history textbooks to make a list of notorious city machines that have existed in the United States.

    Discuss in class how these machines gained and held power. (Examples: Tammany Hall, Chicago)

75. Suggest to the students that they read the novels, The Last Hurrah by Edwin O'Connor or All in the Family to visualize the situation a city political machine creates.

76. Take as large a group as possible to a meeting of the City Council. If arrangements can made, an interview with the mayor concerning the new city charter may be worthwhile. Students should ask why the charter was changed.

77. Ask students to find some issues that their parents or other adults in the city believe were involved with minority pressures in Wilmington such as: a particular road, a school, a celebration.

    Discuss the possible sides to these questions and lead them to the question of whether or not the fact that cities sometimes respond to minority pressure is altogether negative.

| CONTENT | SUGGES |
|---|---|
| III. Despite the faults of the American city what are its strengths compared to other cities in the world? | 78. Discuss the problems and London have that and landmarks taking zation, etc.)<br>79. Show the students or New Delhi, Calcutta, reasons why the situ city in a non-indust or Sd. 15.2; Havana<br>80. Have the students ma non-industrialized c economically.<br>81. Have the members of gestions for remedyi The list may be comp Students should give cal and economic pre will largely determi any of the suggested |

SUGGESTED ACTIVITIES

78. Discuss the problems that ancient European cities such as Paris and London have that American cities are spared. (Ancient relics and landmarks taking up prime areas and medieval political organization, etc.)

79. Show the students one or two Screen News Digest Films on Hong Kong, New Delhi, Calcutta, Havana or Madrid to demonstrate some of the reasons why the situation can be so much worse in a heavily populated city in a non-industrial society. (Hong Kong 314.217; India Sd. 45.1 or Sd. 15.2; Havana Cuba 314.258; Madrid Sd. 13.1)

80. Have the students make a list of those factors which would make the non-industrialized city's situation so much worse socially and economically.

81. Have the members of the class make a list of constructive suggestions for remedying some of Wilmington's most stubborn problems. The list may be compiled on the board and each item discussed. Students should give evidence of considering local values, political and economic pressures and financial problems. This framework will largely determine the practicality of attempting to implement any of the suggested remedies.

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# UNIT IV: THE AMERICAN ECONOMIC

## OVERVIEW

(Suggested Time: 7 week

Opportunities for developing economic understanding exist in the fields of the social sciences. The Modern Problems cour opportunity to develop and refine the skills of economic analys

Economics deals with the fundamental question of allocatin this country to meet the unlimited wants of human beings. The development of the ability to reach rational decisions on econo must meet the problem of deciding how to make use of scarce res making is a part of the responsibility of each individual and h the nation.

The knowledge needed by students in developing personal ec decisions they must make as citizens in helping to develop publ units that follow too abstract or difficult for students may wi facts, then proceed to the understandings required for effectiv major adaptations of the content of this unit for some classes. content according to the ability level of the class, the materi study of the unit.

It is expected that a parallel resource unit will be devel on personal economic facts and concepts. Meanwhile the teacher these lines may find a report prepared by a Commission of the J It is entitled Economics and the Consumer. A brief outline ind essentials of personal economics is appended at the end of this from the social studies supervisor if desired.

In its original form this unit was prepared under the dir Professor Robert L. Hamman of the Drexel Institute of Technolog school year 1968-69 the unit was revised by teachers of the cou

## E AMERICAN ECONOMIC SYSTEM

### OVERVIEW

gested Time: 7 weeks)

understanding exist in many subjects in the curriculum, especially
Modern Problems course, planned for seniors, provides the major
s of economic analysis.

uestion of allocating the limited resources of this world and of
human beings. The major objective of economic education is the
l decisions on economic problems. Both individuals and societies
ke use of scarce resources. In a democracy this economic decision-
ach individual and helps to determine the economic well-being of

veloping personal economic competence is closely related to the
ping to develop public policy. Therefore teachers who find the
for students may wish to start the unit with personal economic
required for effective citizenship. Thus they may need to make
it for some classes. They should feel free to omit or to add
he class, the materials available and the time available for

ce unit will be developed at a later date with a special focus
Meanwhile the teacher who wishes to restructure the course along
a Commission of the Joint Council on Economic Education helpful.
A brief outline indicating what the Commission considers the
ed at the end of this unit. Copies of the report may be obtained
red.

repared under the direction of a professional economist,
Institute of Technology. After try-out in the schools during the
y teachers of the course.

## OBJECTIVES OF THE UNIT

Note to the teacher:

The objectives given are suggestive of the types of achievement i
only the teacher who knows the students can select appropriate objecti
He has the responsibility of expanding or simplifying the objectives i
experiences for his students. The content outline has been prepared f
in it is too difficult for students the teacher should find or develop
the terms given in the content outline may not be used.

By the end of the unit the student should be able to:

1. Write or state orally a definition of an economic system.

2. Name at least three decisions every economic system must make
is to be produced, how it will be produced, how much and how

3. Name the three types of decision-making units in our economy--
individuals), business firms and government.

4. Write a paragraph explaining each of the three major ways of
conflicts which arise because men do not agree on the way sca
used: (a) tradition or custom, (b) authority or government f
and (c) market bargaining.

5. Explain why scarcity exists and why it is a permanent conditi
all countries.

6. Explain, either orally or in writing, what is meant by "perfe
The response should make clear that perfect competition inclu
a large number of buyers and sellers and a homogeneous produc

7. Enumerate at least three difficulties encountered by new prod
market (e.g., product differentiation, patents, conflict with

## OBJECTIVES OF THE UNIT

ive of the types of achievement it is hoped will be attained. However,
ts can select appropriate objectives for a particular group of students.
g or simplifying the objectives in order to provide useful learning
ntent outline has been prepared for teachers and if the terminology used
he teacher should find or develop some appropriate activity, even though
e may not be used.

ould be able to:

nition of an economic system.

s every economic system must make concerning production (what
ll be produced, how much and how will it be distributed).

sion-making units in our economy--households (families or
and government.

each of the three major ways of resolving the economic
e men do not agree on the way scarce resources are to be
om, (b) authority or government fiat (command economy),

and why it is a permanent condition for most people in

writing, what is meant by "perfect" or "pure" competition.
ear that perfect competition includes two important components--
d sellers and a homogeneous product.

fficulties encountered by new products entering into the
rentiation, patents, conflict with patents and trademarks.)

8. Define, in the context of the unit, such concepts as:

    marginal utility
    elasticity of demand
    productivity
    market
    fiscal policy
    capital
    deficit
    price inflation
    allocation of resources
    division of labor

9. Write a paragraph on the role that relative scarcity plays in t
in an arid area, "precious" gems. (Note: The least important
its value in all uses.)

10. Distinguish between (a) private wants (clothing, etc.), (b) soc
satisfied by the market because no one can be excluded from the
category of wants is "merit wants", such as education, medical
market place, but their social importance leads government to l

11. Cite four factors which determine the level of productivity--th
of input. (The answer should include efficiency of the manufac
the work force, the quality of capital equipment and the degree
and labor.)

12. Given a simplified circular flow diagram identify and explain t
flow of money and goods and services between family households,

13. Explain how the government can (a) stimulate the economy and (b
economy that is tending toward runaway inflation.

14. Name and explain at least three ways by which the Federal Reser
of money and credit.

15. Explain each of the following taxes: direct taxes; indirect ta
tax; property tax.

16. Explain why, in the absence of the availability of foreign loan
crease the rate of economic growth only by maintaining political
sumption in order to make capital formation possible.

17. Discuss the role of profit in the allocation of resources.

e unit, such concepts as:

capital
deficit
price inflation
allocation of resources
division of labor
scarcity
income distribution
monetary policy
saving
real income
factors of production

e that relative scarcity plays in the determination of value, e.g., water gems. (Note: The least important use to which a good is put determines

ate wants (clothing, etc.), (b) social wants (clean air) which cannot be use no one can be excluded from their consumption. (Note: A third wants", such as education, medical care. These can be bought in the al importance leads government to levy taxes for their procurement.)

rmine the level of productivity--the number of units of output per unit include efficiency of the manufacturing process, the skill and drive of of capital equipment and the degree of cooperation between management

flow diagram identify and explain the main features of the economy--the services between family households, business firms and government.

an (a) stimulate the economy and (b) how it can dampen or moderate an rd runaway inflation.

ree ways by which the Federal Reserve System can control the quantity

taxes: direct taxes; indirect taxes; graduated income tax; sales

of the availability of foreign loans, an under-developed country can in- growth only by maintaining political stability and foregoing current con- pital formation possible.

the allocation of resources.

CONTENT

I. The nature of economics

   A. Economics is the study of the means by which man allocates scarce resources for the satisfaction of his material wants.

      1. An economy is defined as the total of three types of decision-making units--households, business firms and government agencies.

1. Students m
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2. Have each
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3. Just as the
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questions:
   a. How do
   gratif
   b. How el
   what?

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is, business
gencies.

SUGGESTED ACTIVITIES

1. Students may be asked to give examples of what they consider to be an economic activity. As these are named the nature of an economic activity should become clear. The discussion should emphasize that economics deals with the ways people make a living and that each economic system attempts to manage its resources in order to achieve the greatest amount of satisfaction. The term "resources" will need to be defined. Students should start a notebook glossary of terms used in this unit.

2. Have each student make a list of some of the material wants he has not been able to satisfy, ranking them in order of importance. Using the first item on his list, have each student write an explanation of the reasons for wanting the item, how important the need is, and the length of expected use. What other possible uses of the money would have to be denied if he purchased this item?

3. Just as the individual must make constant choices among alternative ways of using scarce resources, so do all societies. There are not enough goods and services in the world to satisfy all the wants of the three and one-half billion people in the world. Take food as an example of a scarce resource. Thousands of people die of starvation every day in such countries as India, China and Africa. Even in a rich country such as the United States there is malnutrition and starvation. Have students attempt to answer such questions as these: Why is there not enough food in the world? Why do we not produce more? Is food ever wasted? Why must all societies economize (allocate resources)? Why are men likely to disagree on how the allocation is to be made?

4. Raise the question of what would happen if all the people in the country listed their wants as in Activity Two above. Obviously there would not be a sufficient quantity of the goods desired to satisfy everyone. The discussion should emphasize the fact that human wants are unlimited and resources are limited. This should lead to the conclusion that scarcity is a permanent condition. Students should try to answer the following questions:
   a. How does our economy decide whose wants are to be gratified?
   b. How else might an economy decide who is to get what?

| CONTENT | S |
|---|---|
| | 5. Use Transparency "The Universal Ec determining what transparency shou duce the next act |
| 2. The reconciliation or harmonizing of conflicting decisions made by households, business firms, and government agencies about who will have the use of scarce resources is made by three methods: | 6. When business fi are all seeking g conflict? Studen why some method c demands is necess |
| a. Tradition or custom | 7. Have the students uninhabited islan and fish. Supply fish, providing c a fish or a cocoa allocating the fo disadvantages of given to the eff succeeding days. group determine |
| b. Government fiat (authority, as in a command economy) | |
| c. The market | |
| | 8. The caste system of a traditional Fersh, "India and examples from me may allocate goo may be asked to this method of a |
| | 9. The allocation o not only occurs unknown in this on consumer cred Under what circu ment to allocate by the market? ation of resourc TVA, etc.) |

SUGGESTED ACTIVITIES

5. Use Transparency No. 2 in the school library. It is entitled "The Universal Economic Questions". It presents four methods of determining what is produced and for whom it is produced. This transparency should provoke discussion which would help introduce the next activity.

6. When business firms, households (individuals) and government are all seeking goods why are their desires likely to come into conflict? Students should examine this question and then explain why some method of reconciling or harmonizing these conflicting demands is necessary.

7. Have the students pretend that they have been shipwrecked on an uninhabited island where the only sources of food are cocoanuts and fish. Supply the class with paper models of cocoanuts and fish, providing only enough for half of the class to have either a fish or a cocoanut. Have the students list possible ways of allocating the food. Then they should discuss the advantages or disadvantages of each proposed method. Consideration should be given to the effect of each method on the food supply for the succeeding days. To what extent do the values held by the group determine the choice made?

8. The caste system of India in the past may be used as an example of a traditional way of allocating goods. (The pamphlet by Fersh, "India and South Asia" is an excellent reference.) Or, examples from medieval times may be used to show how tradition may allocate goods. Primogeniture is a good example. Students may be asked to consider the advantages and disadvantages of this method of allocating goods.

9. The allocation of resources by government fiat or regulation not only occurs in totalitarian countries but is not entirely unknown in this country. During World War II there were controls on consumer credit and other examples of government regulation. Under what circumstances might it become necessary for the government to allocate food and other resources by decree rather than by the market? Does the government play any part in the allocation of resources at present? (For example, food stamp plan, TVA, etc.)

CONTENT

B. Resources are used to satisfy the needs of two sectors of the economy--the private sector and the public sector.

  1. Private sector

    a. Food
    b. Clothing
    c. Shelter
    d. Luxuries

  2. Public sector

    a. Social wants are those from the consumption of which no one can be excluded, regardless of whether or not he pays for them.

    b. Merit wants are those which could be purchased privately, but which the society considers too important to be left to individual choice.

C. Consumer choice

  1. Consumer selection of products is motivated by a desire to obtain the greatest possible satisfaction from the use of a limited income.

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12. Place the
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Note: The
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13. Individual
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14. Lead a cla
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income.

SUGGESTED ACTIVITIES

10. Play a market game to show how the market allocates goods. Hold an auction to bring together buyers and sellers to show how price allocates the goods according to the intensity of individual preferences. It should be brought out in the discussion that services are allocated by the market in much the same way as goods.

11. Have students discuss why it is necessary for government to reallocate resources through taxation for social needs. They may do this by making a list of individual needs which are also social wants. Stress the social responsibilities of individuals and point out that a degree of coercion is involved in taxation. Note that the scope of social wants tends to change from time to time as values change.

12. Place the following list of wants on the chalkboard and have the students discuss which of these services should be classified as "merit wants" and which as "social wants":
    - national defense
    - guaranteed annual income
    - education
    - garbage removal
    - flood control
    - police and fire protection
    - clean air

    Note: There may well be differences of opinion as to the ways these items should be classified.

13. Individual students may be asked to consider how much of their future income they would be willing to pay in taxes for public services. This should lead to a general discussion. The purpose of raising this question is to point to the fact that it is the collective will of the citizens of a democracy that sets the tax level. Once the joint decision is made citizens must comply with it.

14. Lead a class discussion about the fact that consumer choice determines what will be produced. Point out that the consumer may choose to refrain from work rather than choose a higher income.

CONTENT

C. Consumer choice (continued)

   a. Because preferences are subjective (as love, beauty, taste) they cannot be assigned numerical values; preferences may be listed in order of priority.

   b. It is wrong to assume that different people have common taste in products; because of this fact interpersonal comparisons cannot be made among preferences.

2. Additional units of consumption of a good, such as additional cups of coffee with dinner, bring progressively less satisfaction (diminishing marginal utility).

SUG

15. Place the following
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Students should tr
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may help stimulate
   a. Would the a
      the family
   b. Does the pu
      the satisfa
      enough to j
      than someth

16. The Bureau of Labo
Expenditures for l
page. Study of th
conclusions. For
percent of income
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17. Present the stude
exercise:

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found a job leadi
must live on just
to include in you

1. Housing:
   a. Rent a ne
      hood: $2
   b. A clean b
      but some
      plus $30
   c. Small, o
2. Uniform for
   $20 each.

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SUGGESTED ACTIVITIES

15. Place the following statement on the chalkboard: "The number of units a consumer wishes to buy at each price stems from his efforts to gain maximum satisfaction from his limited budget." Students should translate this statement into practical terms in regard to an actual purchase. Questions such as the following may help stimulate discussion:
    a. Would the acquisition of a second automobile provide the family with as much satisfaction as the first car?
    b. Does the purchase of a color television set increase the satisfaction derived from watching television enough to justify the purchase of a color set rather than something else the family would like to acquire?

16. The Bureau of Labor Statistics reported Consumer Income and Expenditures for 1960-61 as shown on the table on the following page. Study of this table should enable students to draw several conclusions. For instance, as family incomes increase the percent of income spent on food tends to decrease, thus illustrating the principal of diminishing marginal utility.

17. Present the students with dittoed copies of the following exercise:

Despite the displeasure of your family, you are very excited at the prospect of spending the summer in the big city. You have found a job leading tours which will pay you $500 a month. You must live on just this sum, so select which of the following to include in your budget for July.

1. Housing:
    a. Rent a new three-bedroom apartment in a nice neighborhood: $200 per month.
    b. A clean but run-down apartment in a fair neighborhood, but some distance from your work: $125 per month, plus $30 commuting cost.
    c. Small, old apartment in a poor neighborhood: $80 a month.
2. Uniform for work (must wear one each day, clean and ironed): $20 each.

## THE LEVEL OF INCOME INFLUENCES HOW

Expenditures as Percent of Income for Families of Three Persons (19

| Money Income After Taxes: | Under $1,000 | $1,000-1,999 | $2,000-2,999 | $3,000-3,999 | $4,0 4,9 |
|---|---|---|---|---|---|
| Total expenditure for current consumption as percent of income | 108.9 | 120.8 | 109.0 | 110.6 | 101 |
| Saving as percent of income | -8.9 | -20.8 | -9.0 | -10.6 | -1 |
| Selected types of expenditures as percent of income | | | | | |
| Food | 44.0 | 37.8 | 31.3 | 29.5 | 25 |
| Housing | 46.2 | 43.5 | 37.1 | 33.9 | 30 |
| Clothing | 3.2 | 11.6 | 9.7 | 10.4 | 10 |
| Transportation | 5.8 | 8.6 | 9.8 | 14.9 | 15 |
| Medical Care | 0.7 | 5.8 | 7.7 | 7.8 | 6 |
| Recreation | 3.0 | 3.0 | 3.3 | 3.7 | 3 |
| Education | 0 | 1.1 | 1.0 | 0.8 | 0 |

(Source: Bureau of Labor Statistics, Consumer Income & Expenditure

NE OF INCOME INFLUENCES HOW MONEY IS SPENT

ilies of Three Persons (1960-61)

| $2,000-2,999 | $3,000-3,999 | $4,000-4,999 | $5,000-5,999 | $6,000-7,499 | $7,500-9,999 | $10,000-14,999 | $15,000 & over |
|---|---|---|---|---|---|---|---|
| 109.0 | 110.6 | 101.6 | 95.9 | 93.9 | 87.3 | 82.7 | 62.7 |
| -9.0 | -10.6 | -1.6 | 4.1 | 6.1 | 12.7 | 17.3 | 37.3 |
| 31.3 | 29.5 | 25.5 | 23.2 | 21.5 | 20.3 | 17.2 | 11.3 |
| 37.1 | 33.9 | 30.5 | 27.9 | 27.8 | 24.4 | 22.8 | 18.6 |
| 9.7 | 10.4 | 10.4 | 9.6 | 9.6 | 9.8 | 9.5 | 7.6 |
| 9.8 | 14.9 | 15.1 | 16.1 | 14.7 | 14.7 | 14.8 | 9.2 |
| 7.7 | 7.8 | 6.7 | 6.3 | 6.2 | 5.4 | 5.1 | 4.3 |
| 3.3 | 3.7 | 3.6 | 3.4 | 3.9 | 3.7 | 4.2 | 3.1 |
| 1.0 | 0.8 | 0.9 | 0.9 | 1.0 | 1.0 | 1.5 | 1.6 |

umer Income & Expenditures)

CONTENT

D. Production and the forces of demand and supply

   1. Demand: the quantity people wish to buy at each price level--not the quantity they have bought.

17. (continued)

   3. A new dress
      $40 each dre
   4. Shoes--name
   5. Cheap unifor
   6. Laundry, if
   7. Laundry, if
   8. Groceries, 3
   9. Food, eating
      $2 average l
   10. One movie, $
   11. One dance, $
   12. One stage sh
   13. One midnight
   14. Miscellaneou
       bobby pins,
   15. Miscellaneou
       $5 per week.
   16. Haircut $2.5
   17. Tips, $6.
   18. Gift, Mother

   Discuss with the
   choices they did.
   Discuss why. Rem
   one set of prefer
   be considered.

18. Ask the students
    (advertising, dis

19. "Advertising has
    teacher may write
    to list those asp
    negative.

## SUGGESTED ACTIVITIES

17. (continued)

    3. A new dress or suit, suitable for the more fashionable city, $40 each dress, or $80 each suit.
    4. Shoes--name brand walking shoes: $25 per pair.
    5. Cheap uniform shoes: $10 per pair.
    6. Laundry, if you do it yourself: $4.
    7. Laundry, if sent out: $20.
    8. Groceries, 3 meals a day at home: $50 per month.
    9. Food, eating out at moderate restaurants: $5 average dinner, $2 average lunch and breakfast.
    10. One movie, $2 per person.
    11. One dance, $4 per person.
    12. One stage show, $10 per person.
    13. One midnight pizza, $4.
    14. Miscellaneous expenses--cokes, candy, magazines, bobby pins, coffee, etc., $10 per week.
    15. Miscellaneous transportation--bus, taxis, etc. $5 per week.
    16. Haircut $2.50; Shampoo and set $4.
    17. Tips, $6.
    18. Gift, Mother's birthday, $5.

    Discuss with the students their choices, and why they made the choices they did. The individual budgets will vary considerably. Discuss why. Remind students that in family living more than one set of preferences must be reconciled and future needs must be considered.

18. Ask the students what factors lead one to buy on impulse? (advertising, displays, prizes, sales, etc.)

19. "Advertising has both negative and positive aspects." The teacher may write this statement on the board and ask students to list those aspects that are positive and those that are negative.

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ght.

| CONTENT | |
|---|---|
| a. Market demand (aggregate demand) is the sum total of the demands of all the individuals in the market. | 20. Suggest to<br>thinking c<br>"see-thru'<br>be before<br>how many c<br>for 50¢ ea<br><br>Put on the<br>it as the<br>clear to<br>Repeat th<br>demonstra<br>be useful<br>will nece<br>the large<br>productio<br>will be t |
| b. Elasticity of demand<br>(1) When demand is inelastic the quantity of a good we wish to buy is about the same at high or low prices. | 21. Students<br>tends to<br>a) bread,<br>should ex |
| (2) The quantity of luxuries we want to buy is much more dependent on price than that of necessities and is, therefore, elastic. | 22. When froz<br>decreased<br>caused a<br>other fa<br>They may<br>or taste |
| | 23. Discuss<br>luxuries<br>Or, why<br>cars and |
| c. Preferences (necessities) are conditioned by environment. | 24. Discuss<br>come a r<br>consider<br>west mig<br>a car. |

SUGGESTED ACTIVITIES

20. Suggest to the students an imaginary situation in which you are thinking of going into the business of manufacturing non-refillable "see-thru" pens. You need to know how much of a market there will be before you begin. Ask students to indicate by a show of hands how many of the pens that you have described they would purchase for 50¢ each.

    Put on the board the number who would buy at this price and label it as the "aggregate demand" at the price of 50¢. (It should be clear to the students how this differs from individual demand.) Repeat the same question, but change the cost of the pens to demonstrate how aggregate demand changes with the price. It will be useful to ask the students at this time if the manufacturer will necessarily sell his pens at the price at which there was the largest aggregate demand. Remind them that his costs of production will have to be taken into consideration. This point will be taken up later in the unit.

21. Students should decide whether the demand for the following items tends to be elastic (changeable) or inelastic (unchangeable): a) bread, b) radios, c) salt, d) jewelry, e) automobiles. They should explain their reasons for each classification.

22. When frozen orange juice was developed the demand for fresh oranges decreased very substantially. In this case a substitute product caused a change in demand. Students should try to decide what other factors might cause a change in demand, and give examples. They may suggest changes in income or a change in preferences or taste.

23. Discuss the fact that staple products must be purchased before luxuries, i.e. why a person must buy bread before he buys "cake". Or, why food, clothing and shelter must come before expensive cars and jewelry.

24. Discuss why the owning of a car in this country has almost become a necessity where an individual in another country might consider a car a luxury. Explain why many people in the Southwest might consider an airplane almost as much a necessity as a car.

| CONTENT | |
|---|---|
| | 25. The concep necessary if a bowl a second b at the pre is conside these vari consider w periods of |
| 2. Production: the relationship between inputs (raw materials, labor) and the outputs (finished goods and services). | 26. Show the f Growth", ( |
| a. The major factors of production are land, labor and capital (plant and equipment, tools, and other hardware used in production). | |
| b. The level of productivity (number of units of output per unit of input) depends upon: | |
| (1) Efficiency of the manufacturing process | 27. Have the s manufactur as assembl |
| | 28. Production marine san of inputs, labor, ser floor spac is sandwich<br>Ask the cla types. Fi yield high than other, |

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SUGGESTIVE ACTIVITIES

25. The concept of poverty varies according to what is considered necessary in terms of food, shelter and clothing. For example, if a bowl of rice is all that is considered as a necessity, then a second bowl of rice would be a luxury. In the United States at the present time an income below $3,000 for a family of four is considered to be the poverty level. Have the students discuss these variations in the meaning of poverty. They should also consider why our present definition varies from those in past periods of our history.

26. Show the film, "Productivity: Key to America's Economic Growth", (Sd. 78.3).

27. Have the students list improvements in the efficiency of the manufacturing process that increased the level of productivity, as assembly line, interchangeable parts, etc.

28. Production can be understood in terms of manufacturing of submarine sandwiches. Essentially, production is the combining of inputs, such as bread, sliced meats, tomatoes, olive oil, labor, services of capital (i.e., meat slicers, refrigerators, floor space, electricity, heat, etc.) to produce output, which is sandwiches.

Ask the class to enumerate inputs and outputs of other simple types. Find examples to show that some production processes yield higher levels of output with the same level of input than other, less efficient production processes.

| CONTENT | |
|---|---|
| (2) The skill and drive of the work force | 29. What factors can of the work force |
| | 30. Have students com Does the increase the importance of factor in the lev |
| (3) The quality of capital equipment | 31. The quality of th nation may be con example, the numb saw can fell in a using a machete. per worker in an equipment. |
| (4) The degree of cooperation between management and labor | 32. Students, many of opinions on how t Their suggestions students. |
| | 33. Discuss how the r been affected by the contributions of our economy. |
| | 34. A student discuss a strike. What c call attention to |
| | 35. Use transparency the role of union |

SUGGESTED ACTIVITIES

29. What factors can be used to help stimulate the skill and drive of the work force?

30. Have students comment on the following question: Does the increased use of machines to do the work of man reduce the importance of the skill and drive of the work force as a factor in the level of production?

31. The quality of the capital equipment of an industrially advanced nation may be contrasted with that of a developing nation. For example, the number of trees an American working with a chain saw can fell in a day may be contrasted with that of a laborer using a machete. Examples may be found of the much higher output per worker in an industrially advanced nation with modern capital equipment.

32. Students, many of whom are workers, may have some well-defined opinions on how to maintain good labor-management relations. Their suggestions should be examined carefully by the other students.

33. Discuss how the relationship between management and labor has been affected by the organization of labor unions. Consider the contributions that organized labor has made to the development of our economy.

34. A student discussion may be held concerning the principle of a strike. What conditions have caused strikes? Be sure to call attention to the problem of technological unemployment.

35. Use transparency #27 on inflation. This transparency includes the role of unions in affecting the level of prices.

| CONTENT | |
|---|---|
| c. Higher productivity facilitates rapid growth of the economy thus turning out more goods and services for the consumer and permitting a higher standard of living. | |
| d. In a production process as one ingredient is increased while others are held constant the output (product) continues to increase in quantity but at a rate which is less for each additional unit of input. | 36. Students may b<br>"law of dimini<br>spent in prepa<br>such factors a<br>achievement.<br>37. A farmer may i<br>soil. If he c<br>of fertilizer<br>dents may disc<br>returns. Is i<br>in proportion |
| e. The higher the level of productivity, the lower the level of costs of production in a competitive society. | 38. A comparison o<br>might show how<br>lower costs.<br>current price |
| (1) Ideally, higher productivity permits increased wage rates and lowered prices of consumer goods. | 39. A film entitle<br>assembly line<br>automobile. I<br>40. Mass productio<br>examples of th<br>dents discuss<br>preparation of<br>sequences that<br>prices and hig<br>lower producti<br>wages.<br>41. Obtain from th<br>Industrial Rev<br>the film the f |

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SUGGESTED ACTIVITIES

36. Students may be interested in considering whether or not the "law of diminishing returns" applies to the number of hours spent in preparing for a test. They should consider what effect such factors as fatigue, boredom and loss of sleep may have on achievement.

37. A farmer may increase his crop yield by adding fertilizer to the soil. If he checks the yield per acre after successive additions of fertilizer he will be able to find out when to fertilize. Students may discuss this situation as an example of diminishing returns. Is it possible that the extra fertilizer may cost more in proportion to yield than the crop is worth?

38. A comparison of America's production line cars and the Rolls Royce might show how highly efficient, assembly-line production might lower costs. (Note that the Rolls Royce is custom-made and the current price starts at $19,500.)

39. A film entitled "The World of Henry Ford", (Sd. 9.4) shows how assembly line techniques enabled Ford to lower the cost of the automobile. It is available in the Curriculum Center.

40. Mass production, high-volume hamburger stands are splendid examples of the advantages of high productivity. Have the students discuss how the use of automatic equipment permits the preparation of many more hamburgers per man hour, with the consequences that high quality can be maintained with low hamburger prices and high salary. Have the students explain the effect of lower productivity on the combination of quality, price, and wages.

41. Obtain from the Curriculum Center the film entitled "The Industrial Revolution in England" (Sd. 28.3). After showing the film the following questions may be asked:

| CONTENT | S |
|---|---|
| | 41. (continued) |
| (2) Automation increases productivity thereby making an improvement in the standard of living possible. | a. What social di Industrial Rev<br>b. What change oc<br>c. What effect di standard of li |
| | 42. Can the two staten<br>a. Automation eli those workers<br>b. Automation inc |
| | 43. Have students name "service industrie some service indus some of the indust than others. |
| (3) Service industries are less adaptable to automation than other industries. | 44. In Lindholm and Dr a bar graph, page dents should study information to the they might make th information, in or |
| (4) Education can increase the productivity of the worker. | 45. Real increases in States come partia worker to produce. worker has become work. Why must pr population growth |
| | 46. A graph on page 1 shows the comparis and service indust if placed on a tra the graph and draw |

41. (continued)

    a. What social dislocations were brought about by the Industrial Revolution?
    b. What change occurred in the level of production in England?
    c. What effect did the Industrial Revolution have on the standard of living of succeeding generations?

42. Can the two statements which follow be reconciled?
    a. Automation eliminates completely the productivity of those workers who are displaced and remain unemployed.
    b. Automation increases over-all productivity.

43. Have students name the industries they would calssify as "service industries." Ask them to name machines which have made some service industries more complex. Also they should name some of the industries which seem less likely to be automated than others.

44. In Lindholm and Driscoll's Our American Economy, 1967 edition, a bar graph, page 192, shows employment trends to 1975. Students should study this graph, draw conclusions and relate the information to their own occupational plans. Ask students how they might make their occupational plans, in the light of this information, in order to avoid being displaced by automation?

45. Real increases in production in a country such as the United States come partially from an increase in the ability of each worker to produce. Ask students to explain why each American worker has become more productive--turns out more per hour of work. Why must production increase at a faster rate than population growth if living standards are to go up?

46. A graph on page 193 of the text mentioned in Activity 44 shows the comparison of employment in goods-producing industries and service industries, 1919-1964. The graph may be more useful if placed on a transparency. Make sure that students can read the graph and draw valid conclusions from the data.

| CONTENT | SUGG |
|---|---|
| 3. Supply: the quantity producers wish to sell at each level of price | 47. The students need t inelastic supply. these terms or may themselves prior to |
| a. Supply is shown in the form of a graph or schedule, not as a single number. Generally, the higher the price the more units one wishes to sell. | 48. Elasticity of suppl American Economy by inelastic supply is of 4th and Market S therefore, will be example, students m supply, such as, sa |
| b. Elasticity of supply<br>(1) When supply is inelastic, a change in price brings about little change in quantity producers wish to sell.<br>(2) When supply is elastic, a change in price brings about little change in quantity producers wish to sell. | 49. Place the following cuss whether or not supply of manufactu cultural goods." |
| 4. Capital, investment, and profits<br>a. Capital, in economics, is defined as tangible goods (hardware), buildings, and inventory, all of which are desired solely for the production of consumer goods. | 50. Have the students s references to find economists are not In the text by Fers it is explained tha but many people use gest that the diffe "money capital" whe and "capital goods" physical capital. |
| b. Investment is the acquisition of capital. Investment is different from saving. Saving is the difference between dollar income and dollar expenditure on consumption. Investment is impossible without saving. | 51. In a class discussi the difference betw develop the meaning other means. |

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SUGGESTED ACTIVITIES

47. The students need to understand the difference between elastic and inelastic supply. The teacher may explain the distinction between these terms or may send students to references to find out for themselves prior to a class discussion.

48. Elasticity of supply is illustrated and explained on page 26 in American Economy by Gordon and Witchel. An interesting example of inelastic supply is that of real estate, e. g., the four corners of 4th and Market Streets cannot be increased to five. The price, therefore, will be determined by demand. After discussing this example, students may suggest examples of their own of inelastic supply, such as, salt and diamonds.

49. Place the following statement on the board and have students discuss whether or not it is a valid statement: "Elasticity in the supply of manufactured goods is much greater than that of agricultural goods."

50. Have the students survey the chapters in the text and in other references to find out how the term "capital" is used. Note that economists are not always consistent in the way they use the term. In the text by Fersh and Calderwood (page 11), Economics in Action, it is explained that, technically, capital means physical goods, but many people use the term to mean "money." The authors suggest that the difference may be made clear by using the term "money capital" when speaking of money needed to run a business and "capital goods" or "capital equipment" when speaking of physical capital.

51. In a class discussion find out whether or not students understand the difference between saving and investment. If they do not, develop the meaning by using the circular flow diagram or by some other means.

| CONTENT | |
|---|---|
| | 52. Lead a disc is channele associatio out that sa are usually that the an be differen the same pe |
| c. Profit, which is the difference between revenue and costs of a business operation, is the reward for sacrificing to invest. | 53. In the case the owner. a large co is an essen |
| (1) Without profit there would be no capital, just as without wages there would be no labor. | 54. Profits ten diagram on some of the may be able |
| (2) Just as labor is usually attracted to jobs with the highest available wages, capital tends to be attracted to business operations with the greatest chance of profit. | 55. Many person made by pro page 465 of vide useful fit as perc |
| | 56. Many consum rather than Saabs, Fiat country. A of America out that th be produced |
| II. The market economy and the "circular flow"<br>A. By "market" the economist means the bargaining mechanism by which equilibrium between buyers and sellers is attained | 57. In a class "market." definition |

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SUGGESTED ACTIVITIES

52. Lead a discussion relating to the manner in which personal saving is channeled into investment by savings banks, savings and loan associations, insurance companies, and other institutions. Point out that savers are most often private individuals while investors are usually corporations. Lead the students to the realization that the amount individuals wish to save in a future period may be different from the amount that corporations wish to invest in the same period.

53. In the case of an individual proprietorship profit belongs to the owner. Ask students to find out how profit is handled in a large corporation. They should discuss why the profit motive is an essential part of the private enterprise system.

54. Profits tend to vary from year to year in most businesses. A diagram on page 458 in Economics by Goodman and Harriss illustrates some of the factors which influence profits and losses. Students may be able to give local examples.

55. Many persons have unrealistic ideas about how much profit is made by producers in various industries. Three charts on page 465 of the text mentioned in the preceding activity provide useful information on profit as percent of sales and profit as percent of owner's investment.

56. Many consumers in America decided to buy small foreign cars rather than American models so Volkswagens, Austins, Volvos, Saabs, Fiats, Renaults, etc. became common sights in this country. Ask students to review and explain the recent efforts of American car manufacturers to meet this competition. Point out that the influence of the consumer determined what would be produced.

57. In a class discussion develop a definition of the term "market." Have the students record in their notebooks the definition that has been agreed upon.

| CONTENT | SUGGE |
|---|---|
| | 58. The film entitled "Ba able in the Curriculu of the circular flow. |
| 1. In the market, prices are determined by the efforts of buyers and sellers to gain maximum advantage. | 59. Some students may be New York Stock Exchan trading floor. They change or may find ma how buyers and seller |
| | 60. Students may select a financial section of graph which will show during a given period |
| 2. A high level of competition prevails when there is a large number of buyers and sellers. | 61. Members of the class<br>a. With many produce of the supply to<br>b. Also with many pr to buy at the low of operation. |
| 3. When there is little or no difference in products competition may go beyond price competition to advertising innovation and other forms. | 62. Students may be asked more keen in industri |
| | 63. Ask students to disti Explain why these fac into the market. Why differentiation in en new ingredient"? In entrance of new produ |
| | 64. Students may be asked tends to force down h vide an example. |

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SUGGESTED ACTIVITIES

58. The film entitled "Basic Elements of Production" (Sd. 5.2), available in the Curriculum Center, provides an excellent illustration of the circular flow.

59. Some students may be interested in finding out about the New York Stock Exchange and the activities that take place on the trading floor. They may secure information from the Stock Exchange or may find material in the library. They should describe how buyers and sellers agree on the price.

60. Students may select a stock which is listed regularly in the financial section of the daily newspaper and keep a chart or graph which will show the changes that take place in the stock during a given period of time, such as a week or month.

61. Members of the class should be asked to comment on the following:
   a. With many producers no one business can control enough of the supply to affect the price.
   b. Also with many producers more consumers will be able to buy at the lower prices due to increased efficiency of operation.

62. Students may be asked to explain why competition is generally more keen in industries such as farming and the service trades.

63. Ask students to distinguish between a patent and a trademark. Explain why these factors impede the entrance of new products into the market. Why do producers attempt to insure product differentiation in entering the market, e.g., "addition of a new ingredient"? In what ways do federal laws regulate the entrance of new products such as drugs into the market?

64. Students may be asked to give examples showing how competition tends to force down high profits. Color television may provide an example.

| CONTENT | |
|---|---|
| 4. In a competitive market prices, costs and profits are forced to minimum levels. | 65. Ask students<br>situation: h<br>and discovere<br>He found out<br>manufacturers<br>him? |
| | 66. Students shou<br>account in ar<br>into account |
| 5. The wage level, as well as the prices of goods and services, is determined by the market mechanism. | 67. Have students<br>in the case o<br>custodians, p<br>and the statu<br>how the marke |
| a. Most workers do not want to work for less than the highest wage available to them. | 68. Students shoul<br>people who wa<br>should discus<br>people availa |
| b. Theoretically no employer will pay more for labor than the lowest wage, any more than a person will pay more for a product than the lowest price. (Note that other factors such as convenience, service, the warranty and the quality of the product may enter.) | 69. Ask the studen<br>diva with the<br>stage hands a<br>example of an |
| c. The more needed and the more unique (generally unavailable) his service (labor) the higher wage the worker can command. | |

SUGGESTED ACTIVITIES

65. Ask students to suggest what the manufacturer should do in this situation: he was manufacturing a certain type of men's suits and discovered that the cost of production was $40.00 each. He found out that similar suits were being sold by competing manufacturers at $30.00 each. What alternative actions confront him?

66. Students should make a list of the factors to be taken into account in arriving at the price of goods and those to be taken into account in arriving at the cost of services.

67. Have students discuss how the market mechanism would operate in the case of such occupations as garbage collection, custodians, policemen, firemen. Note that skill levels, training and the status the position affords may or may not help determine how the market mechanism would operate.

68. Students should discuss what happens to wages when there are more people who want work than there are jobs available. Also, they should discuss how wages are affected if there are more jobs than people available to fill them. They should give examples of each.

69. Ask the students to contrast the singing of a particular opera diva with the supply of the services that are performed by the stage hands at the Metropolitan Opera. Note that this is an example of an inelastic supply.

CONTENT

6. Inequality in income distribution occurs because of differences in the value of the factors of production (land, labor, capital) that different individuals own.

7. Monopoly exists when the market supply of a product or labor is controlled by a single organization or decision-making unit.

   a. Monopolies may be business firms, labor unions, or government services such as the post office.
   b. Monopolists may be individuals such as opera stars, athletes, neurosurgeons, popular entertainers, etc.

70. Students should be
which follow:

    a. Fifty front fe
    than an acre
    b. The value of t
    exceeds the va

71. Have students list
then list five hig
the reasons for th
Students may be as
aspire. If they a
sider how plannin
hold such positio

72. Why does the owne
than a supervisor
necessary to the

73. Students should a
and record the ag

    a. Give examples
    b. Give examples
    by the Federa
    c. Give examples
    d. Record in not
    in each of th
    a monopoly:
    4) television

Ask students to e
possessing such a

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SUGGESTED ACTIVITIES

70. Students should be asked to explain and defend the statements which follow:

    a. Fifty front feet of land on 5th Avenue are worth more than an acre in the Gobi desert.
    b. The value of ten shares of stock in the IBM Corporation exceeds the value of ten shares in the Wolfe Buggy Company.

71. Have students list five low-paying jobs in our community and then list five high-paying jobs here. In a class discussion the reasons for the different rates of pay may be examined. Students may be asked to which of these types of jobs they aspire. If they aspire to these types of jobs they should consider how planning and the expenditure of effort equip one to hold such positions.

72. Why does the owner of a large company receive a larger salary than a supervisor or foreman in the company? Why are both necessary to the operation of the company?

73. Students should agree on a definition of the term "monopoly" and record the agreed upon definition in their notebooks.

    a. Give examples of types of business firms that are monopolies.
    b. Give examples of types of businesses owned and controlled by the Federal government.
    c. Give examples of monopoly in labor unions.
    d. Record in notebooks the name of at least one "star" in each of the following who may be said to possess a monopoly: 1) sports, 2) music, 3) motion pictures, 4) television.

    Ask students to explain how each individual benefits from possessing such a monopoly.

CONTENT

74. One method o
government r
After some b
tions as the
a. What fed
b. What oth
local go
c. What typ
d. What for
(control

C. The circular flow

75. In general,
payments is
library. Th
consumer's i
goods and se
and services

The role of
only does go
taxes on bus
"flow" as pa
should study
ship of the

76. A film entit
Center. It
much of Asia
growth is to

1. To sustain the current level of economic activity the number of dollars received by the household must equal the amount received by business firms.

77. Ask the clas
is equivalen

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e number of
the household
t received

## SUGGESTED ACTIVITIES

74. One method of meeting the problem of monopoly has been that of government regulation of business, chiefly of public utilities. After some background reading students may be asked such questions as the following:
    a. What federal regulations regulate railroad transportation?
    b. What other examples of regulation by federal, state or local governments can you find?
    c. What types of industries are generally regulated?
    d. What form does government regulation usually take (control of prices, and quality of service)?

75. In general, the interchange of goods and services and money payments is circular. Show the transparency available in the library. The chart should first be shown in its simplest form: consumer's income is received as a result of the production of goods and services; the bulk of it is spent for buying goods and services.

    The role of government can then be added to the diagram. Not only does government (federal, state, local) receive money from taxes on businesses and individuals but it returns money to the "flow" as payments for goods and services it buys. Students should study the operation of the flow until the inter-relationship of the various parts is well understood.

76. A film entitled "Rice" (Sd. 90.3) is available in the Curriculum Center. It describes a subsistence economy as it exists in much of Asia and points out that the only way to promote economic growth is to increase the yield of rice.

77. Ask the class to discuss why an excess of saving over investment is equivalent to a leak in the circular flow.

| CONTENT | |
|---|---|
| a. Money taken out of the circular flow in savings must be put back in the form of investment if the current level of economic activity is to be maintained. | 78. Explore in cl in reference saving on the ment on the p |
| b. If saving is greater than investment the level of economic activity will decline. | |
| c. Fiscal and monetary policy are essential activities of the government. | 79. Students shoul fiscal and mon in Chapter 13 Institute. |
| 1' Fiscal policy relates to government tax and expenditure plans, which result in a balanced budget, a deficit, or a surplus. | 80. Explore in cla in reference t saving on the ment on the pa |
| 2' Monetary policy relates to planning the quantity of money and credit to stimulate, to retard, or to have a neutral effect on the level of economic activity. | 81. The New York T Economy" provi in the economy. |
| 2. It should be kept in mind that saving is the number of dollars households wish to convert into plants and equipment. (Also that savers and investors are different people.) (See glossary) | 82. "Road Maps of I Board are avail if the request they may be sec 1968, gives a c |

of the circular
must be put back
nvestment if the
economic
e maintained.

ater than in-
el of economic
cline.

ary policy are
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x and expend-
which result in
dget, a deficit,

cy relates to
quantity of
dit to stimulate,
to have a neu-
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r of dollars
convert into
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SUGGESTED ACTIVITIES

78. Explore in class discussion the major tools of monetary policy in reference to their employment in a situation in which desired saving on the part of the public is higher than desired investment on the part of business firms.

79. Students should read reference material in order to understand fiscal and monetary policy. An excellent discussion may be found in Chapter 13 in Problems and Promise of Democracy by the Eagleton Institute.

80. Explore in class discussion the major tools of monetary policy in reference to their employment in a situation in which desired saving on the part of the public is higher than desired investment on the part of business firms.

81. The New York Times filmstrip-record entitled "The United States Economy" provides an excellent overview of the role of government in the economy. It is available in school libraries.

82. "Road Maps of Industry" from the National Industrial Conference Board are available free for teachers of secondary social studies if the request is submitted on school stationery. Upon request they may be secured in class-size sets. No. 1608, December 15, 1968, gives a comparison of the United States and Soviet economies.

| CONTENT | SU |
|---|---|
| 3. GNP is roughly defined as the value of all goods and services, at market prices, as well as the value of the services of the factors of production (land, labor, and capital). | 83. GNP is the value of<br>However, there is no<br>performed by vast nu<br>they would suggest i<br>National Product).<br>government services<br>Discuss with the stu<br>U.S.S.R. and the Uni<br>reliance on markets. |
| III. The role of public finance<br>A. Allocation from the private to the public sector<br>1. The price mechanism of the market economy cannot allocate social goods. (Social goods are those enjoyed equally by everyone regardless of his ability to pay for them: clean air, pure water, national defense.) | 84. The New York Times C<br>where the government<br>Using these statisti<br>each table. When th<br>the sources of incom<br><br>Where the dollar com<br><br>Corporation incom<br>Employment taxes<br>Excise taxes<br>Individual income<br>Borrowing<br>Other<br><br>Where it goes:<br><br>Agriculture<br>Social Security a<br>Trust Funds<br>Veterans<br>Fixed Interest Ch<br>Space<br>National Defense<br>Vietnam<br>International<br>Other |

SUGGESTED ACTIVITIES

83. GNP is the value of all goods and services valued at market price. However, there is no market for many government services which are performed by vast numbers of government workers. Ask the class how they would suggest incorporating government services in GNP (Gross National Product). (The answer is that, irrespective of their value, government services are valued at the payroll expenditure they incur.) Discuss with the students the problems of comparing the GNP of the U.S.S.R. and the United States when the Soviet Union puts little reliance on markets.

84. The New York Times Company published the following information on where the government dollar for 1968 comes from, and where it goes. Using these statistics students may construct pie-shaped charts of each table. When this is done a discussion should follow concerning the sources of income and the allocation to the public sector.

Where the dollar comes from:

| | |
|---|---|
| Corporation income taxes | 20¢ |
| Employment taxes | 17¢ |
| Excise taxes | 8¢ |
| Individual income taxes | 42¢ |
| Borrowing | 2¢ |
| Other | 11¢ |

Where it goes:

| | |
|---|---|
| Agriculture | 2¢ |
| Social Security and other Trust Funds | 26¢ |
| Veterans | 4¢ |
| Fixed Interest Charges | 6¢ |
| Space | 3¢ |
| National Defense | 31¢ |
| Vietnam | 13¢ |
| International | 2¢ |
| Other | 13¢ |

| CONTENT | |
|---|---|
| 2. In allocating social goods, political decisions take the place of the price mechanism. | 85. After revie tioning of g decisions ta goods. Spec |
| | 86. Ask the clas decisions al |
| B. Methods of transferring income from the private sector to the public sector | 87. Students sho in order to should defin allowed in c A useful gra text, Proble |
| 1. Graduated income tax | |
| | 88. After some p ditions brou change in th |
| 2. Social Security | 89. A class comm and intervie and unemploy from the Soc office will |
| 3. Welfare payments | 90. Some student to mothers a this progra |
| 4. Medicare, Medicaid | 91. Students sho are involved presentative amounts of w recent publi care and Med describing t Medicaid, an |
| 5. Agriculture | 92. Have student sidies for f Institute te |

SUGGESTED ACTIVITIES

85. After reviewing what students have learned about the actual functioning of government, students should be able to show that political decisions take the place of the price mechanism in allocating social goods. Specific examples should be cited.

86. Ask the class to explain why the allocation of goods by political decisions always involves some degree of coercion.

87. Students should examine copies of the Federal income tax booklet in order to see how the progressive income tax operates. They should define "taxable income" and name examples of deductions allowed in computing taxable income for Federal income tax purposes. A useful graph may be found on page 196 of the Eagleton Institute text, Problems and Promise of American Democracy.

88. After some preliminary research students should describe how conditions brought about by the depression of the 1930's led to a change in the concept of government's role in the economy.

89. A class committee might visit the local Social Security office and interview members of the staff concerning old-age, survivor and unemployment insurance. They may also secure much information from the Social Security Administration in Washington. The local office will supply a speaker to explain the program.

90. Some students may investigate the laws in Delaware concerning aid to mothers and dependent children (ADC). They may discuss why this program has become a matter of controversy.

91. Students should find out what government agencies in Wilmington are involved in welfare payments. They may interview some representatives of these agencies to find out statistics on the amounts of welfare received under various circumstances. From recent publications they should find out the details of the Medicare and Medicaid programs. They may prepare a written report describing the highlights of Medicare, the important features of Medicaid, and free benefits available for needy aged people.

92. Have students investigate how and why the government provides subsidies for farmers. The first half of Chapter 16 in the Eagleton Institute text, Problems and Promise of American Democracy.

| CONTENT | SUGGES |
|---|---|
| C. Government regulation<br>1. Anti-trust laws | 93. Students should be aske history text, beginning cept of monopoly is beh |
| 2. Federal Communications Commission | 94. Ask students to investi campaign to determine w under pressure to modif |
| 3. Agricultural controls<br>4. Others | 95. Some students may be as agricultural controls, problems in the Populis Twenties." |
| D. National Income stabilization and growth<br>1. Fiscal policy: changing the level of taxes and the amount of government spending.<br>2. Monetary policy: regulating the supply of money in the country | 96. Discuss the statement: is the problem of surpl<br>Note: For the sake of in the sections |
| IV. Fiscal policy: the government uses two instruments to attain such goals as employment, price stability, and an optimum growth rate--taxation and control of government expenditures. | 97. Explain what is meant b class analyze the conse deficit. |
| A. Taxation is the principal means by which the government takes revenue from the private sector for use in the public sector. | |
| | 98. A film entitled "Inflat Curriculum Center. |
| | 99. Students should read a situation regarding inf government measures are |

## SUGGESTED ACTIVITIES

93. Students should be asked to review anti-trust laws in an American history text, beginning with the Sherman Act of 1890. What concept of monopoly is behind these laws?

94. Ask students to investigate the controversies of the 1968 campaign to determine why the Federal Communications Commission was under pressure to modify its "equal time" rule.

95. Some students may be asked to do research on topics dealing with agricultural controls, such as the Brannon Plan; parity; farm problems in the Populist Era; farm problems during the "Roaring Twenties."

96. Discuss the statement: "It has been said that the farm problem is the problem of surplus farmers rather than surplus food."

Note: For the sake of clarity these topics are treated separately in the sections of the outline which follow.

97. Explain what is meant by a budget deficit or surplus. Have the class analyze the consequence of a tax increase on a budget deficit.

98. A film entitled "Inflation" (Sd. 130.2) is available from the Curriculum Center.

99. Students should read a current periodical to find out the current situation regarding inflation; pay especial attention to what government measures are being used to curb inflation.

| CONTENT | SUGGESTED |
|---|---|
| | 100. Have students work in gr questions and then use t<br>a. Explain why taxes ar (Except Monaco, and<br>b. Make a list of the t<br>c. Discuss the advantag in taxes.<br>d. Discuss the advantag |
| 1. Taxes can have an impact on the relative amounts of consumption and investment. | 101. Using the circular flow in which they attempt to the way the government c<br>a. What examples can yo a producer of goods a and a consumer of th post office)? |
| 2. Overall tax planning is exceedingly complicated because a change may bring about a conflict among such goals as allocation from the private to the public sector, income redistribution and stabilization. | b. How can the governme economy? (Students s remove more from the into it by spending.<br>c. How can the governme inject more money in takes out of it in t<br>d. Is it possible that some periods and hel |
| B. Automatic stabilizers are fiscal programs that operate to slow down booms and to diminish the severity downturns without any discretionary action on the part of the government. The progressive income tax, social security, and unemployment insurance are examples of automatic stabilizers. | 102. Ask students to read Cha Democracy. Have the stud remember from their read automatic stabilizer. B ference betwen automatic |

## SUGGESTED ACTIVITIES

100. Have students work in groups to develop answers to the following questions and then use their results in a class discussion:
   a. Explain why taxes are inevitable in any country. (Except Monaco, and this exception might be explained.)
   b. Make a list of the taxes a resident of Delaware has to pay.
   c. Discuss the advantages which may be derived from an increase in taxes.
   d. Discuss the advantages in decreasing the amount of taxes.

101. Using the circular flow transparency lead students in a discussion in which they attempt to answer the following questions concerning the way the government can affect the functioning of the economy:
   a. What examples can you give to show that government is both a producer of goods and services (electric power, highways) and a consumer of them (food for soldiers, trucks for the post office)?
   b. How can the government reduce the money flow into the economy? (Students should conclude that the government can remove more from the flow by means of taxes than it injects into it by spending.)
   c. How can the government stimulate economic activity? (It can inject more money into the economy by spending more than it takes out of it in taxes--deficit financing.)
   d. Is it possible that government spending may be harmful in some periods and helpful in others?

102. Ask students to read Chapter 15 in The Problems and Promise of Democracy. Have the students list the automatic stabilizers they remember from their reading and explain why each acts as an automatic stabilizer. Be sure that students understand the difference betwen automatic stabilizers and deliberate fiscal policy.

| CONTENT | SUG |
|---|---|
| C. Deficit financing | 103. Students should exam on government (publi parisons between pri ful. (See McConnell also attempt to answ<br>1. To whom is the g (Since it is owe ferently from a |
| 1. By spending more than it receives (deficit financing the government can stimulate a sluggish economy.) | 2. What is the pres<br>3. What major facto Federal debt? (P increased from l But the financin 269.4 billion in<br>4. If the public de money be secured be raised by col institutions and institutions who of wealth for th the debt to one operate in the s |
| 2. A preponderance of deficit spending leads to government debt which has both advantages and disadvantages. | 104. What are the advanta<br>Advantages:<br>a. Debt facilitates ations of Federa<br>b. Government secur<br>c. During a financi lending by the p ercion that a hi<br>Disadvantages:<br>a. Taxes required t become burdensom<br>b. Government borro may cause price<br>Summary: Fiscal res optimum rate of grow capacity of plant an leads to the highest |

3. Students should examine textbooks and references for information on government (public) debt. They may be able to find that comparisons between private debt and public debt particularly meaningful. (See McConnell Elementary Economics, p. 283ff.) They should also attempt to answer the following questions:
    1. To whom is the government debt owed?
    (Since it is owed to ourselves, it operates quite differently from a debt owed to foreigners.)
    2. What is the present size of the debt of the Federal government?
    3. What major factors have contributed to the growth of the Federal debt? (Point out that during the depression the debt increased from 16.9 billion in 1929 to 40.4 billion by 1939. But the financing of World War II caused the debt to jump to 269.4 billion in 1946.)
    4. If the public debt were to be retired (paid), how would the money be secured and to whom would it be paid? (It would be raised by collecting taxes from American citizens and institutions and transferring it to the individuals and institutions who hold the bonds. Note that no direct loss of wealth for the total economy is involved, since we owe the debt to one another. Bonds held by foreigners would operate in the same way as private debt.)

4. What are the advantages and disadvantages of government debt?
Advantages:
    a. Debt facilitates economic stabilization (open market operations of Federal Reserve System).
    b. Government securities are attractive assets for many savers.
    c. During a financial emergency, such as a war, voluntary lending by the purchase of government bonds reduces the coercion that a high tax would otherwise necessitate.

    Disadvantages:
    a. Taxes required to pay the interest on government debt may become burdensome to future taxpayers.
    b. Government borrowing from the commercial banking system may cause price inflation.

Summary: Fiscal responsibility entails the maintenance of an optimum rate of growth, full employment, use of the entire capacity of plant and equipment. A proper balance between these leads to the highest possible standard for future generations.

| CONTENT | |
|---|---|
| D. Fiscal planning requires the maintenance of a balance between the needs of the country, the demands for services and the objections of taxpayers. | 105. Have student<br>letter.<br>You<br>jus<br>Dear Sir:<br>We guys a<br>people in Co<br>raise our ta<br>year with th<br>share of it<br>on strike th<br>to pay the i<br>we think you<br>away to them<br>freeloaders<br>While we<br>Like--how co<br>much money a<br>for that sup |
| | 106. In a teacher<br>as full empl<br>and moderati<br>"bust" perio<br>of each of t<br>generally ac<br>sary to achi |
| V. Monetary policy: Money may be anything that people are willing to accept in payment of debts. | 107. After some r<br>be prepared<br>a. What is<br>b. Give exa<br>money in<br>c. What kin |

105. Have students in class discuss their views and answer the following letter.

You are a freshman Congressman and you have
just received the following letter:

Dear Sir:

We guys at the plant are writing this letter to ask you people in Congress in Washington why you are attempting to raise our taxes. Look, the value of our money goes down every year with this inflation but you keep right on taking a big share of it and for what? Some of us are going to have to go on strike this year to get more wages just to pay taxes and to pay the increasing prices. We support the war effort but we think you should take some of that money you are giving away to them foreigners as handouts and to all the American freeloaders and pay for the war with that.

While we are writing we have some other gripes too. Like--how come the government isn't giving our schools as much money as last year. And we've waited too long already for that super-highway the Federal government promised.

Sincerely,

J.J. Dumb-Dumb

106. In a teacher-led discussion consider such goals of fiscal policy as full employment, price stability, high rate of economic growth and moderation of periods of business fluctuation ("boom" or "bust" periods). Make sure that students understand the meaning of each of these terms and the reasons why these goals have been generally acceptable to Americans. Why is fiscal policy necessary to achieve these goals?

107. After some reading in the text and references, students should be prepared to discuss such questions as the following:
   a. What is money?
   b. Give examples of materials which have been used for money in various cultures?
   c. What kinds of money are used in our economy?

| CONTENT | SUGGE |
|---|---|
| | 108. Students should b kinds of money in bar graph to show |
| | 109. After some prelim a brief essay exp promises to pay. |
| A. The quantity of available money and the cost of credit both influence the level of economic activity. | |
| B. In the United States the Federal Reserve System controls the quantity of money by:<br>1. Open market operations | 110. Using the materia System students s System uses to co in references sho to be most effect |
| 2. Changing reserve requirements<br>3. Changing the discount rate<br>4. Direct controls in periods of emergency--stock margin requirements, down payment requirements on credit purchases | 111. On page 258 in Th table shows the t 1929-1965. The t banks and checkin $167.5 billion. that a sharp redu falling to $137.5 raised:<br>a. What type of Reserve condu<br>b. Was there a c<br>c. What action d relation to t<br>d. What happened<br>e. What happened industry? (T that sharp cu this industry about the qua |

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rgin require-
requirements

SUGGESTED ACTIVITIES

108. Students should be asked to find the percentage of the various kinds of money in use in our economy and construct a simple bar graph to show the extent of their use.

109. After some preliminary research students may be asked to write a brief essay explaining why most of our money consists of promises to pay.

110. Using the materials obtainable free from the Federal Reserve System students should become familiar with the tools the System uses to control the quantity of money. Further reading in references should make clear which of these tools have proved to be most effective.

111. On page 258 in The World of Economics by Silk and Saunders a table shows the total money supply in the United States from 1929-1965. The total money supply includes currency outside banks and checking accounts in banks. In 1965 the total was $167.5 billion. In 1966 the Federal Reserve Report indicated that a sharp reduction in the total supply had taken place, falling to $137.5 billion. The following questions may be raised:
   a. What type of open market operations did the Federal Reserve conduct in 1966?
   b. Was there a change in the reserve requirement?
   c. What action did the Federal Reserve System take in relation to the discount rate?
   d. What happened to the level of interest rates?
   e. What happened to the home building and construction industry? (The teacher will no doubt need to explain that sharp cutbacks took place.) From the effect on this industry what conclusion would the students draw about the quantity of money and the level of the economy?

| CONTENT | SUGGEST |
|---|---|
| C. Gold has been of importance to the United States because it has been generally acceptable for the settlement of international debts. | 112. Some students may be locate information c |
| 1. Gold plays no direct role in the American monetary system. | |
| 2. Gold has no inherent monetary quality. | |
| VI. Economic Growth | 113. A transparency entit in school libraries. underdeveloped count on foreign aid. Stu information presente |
| A. Capital accumulation is the fundamental requirement for economic growth. | |
| 1. Capital consists of tools and productive facilities. | |
| 2. Capital accumulation can be attained only through the reduction of consumption; a nation can produce capital goods or goods for consumption. | |
| B. Characteristically great privation and sacrifice have attended the early stages of industrialization. | 114. Students who have ta to review the effect may also be made to entitled, "The Indus |
| 1. England's Enclosure movement | |
| 2. Prussia's disenfranchisement of the peasants | 115. After reviewing the three countries ment upon that segment of political power. |
| 3. Low-living standards in the Soviet Union under Stalin | |

SUGGESTED ACTIVITIES

112. Some students may be interested in using the Reader's Guide to locate information concerning the "gold crisis" of 1967-68.

113. A transparency entitled "Underdeveloped Countries" is available in school libraries. It illustrates the "vicious circle" in underdeveloped countries by which investments depend largely on foreign aid. Students should be encouraged to discuss the information presented on the transparency.

114. Students who have taken the World Cultures course may be able to review the effects of the Enclosure Acts in England. Reference may also be made to the low living standards viewed in the film entitled, "The Industrial Revolution in England."

115. After reviewing the early stages of industrialization in the three countries mentioned, note that privation fell hardest upon that segment of the population that had little or no political power.

| CONTENT | SUGG |
|---|---|
| D. Political stability encourages the high level of investment required for economic growth. | 116. Describe the de<br>strikes and ric<br><br>Culminating Act<br>1. Fersh and C<br>economic sys<br>describes ea<br><br>ec<br>ec<br>ec<br>ec<br>ec<br>ec<br><br>Have students d<br>then try to dec<br>attaining these<br><br>2. In addition<br>goals; as a<br>discussed i<br>times confl<br>goals on th<br>Students sh<br>these goals<br>some exampl<br>clear. We<br>one must jo<br>brings abou<br>workers, th<br>examples ma<br>emphasize t<br>consider th<br>among them. |

116. Describe the detrimental consequences for economic growth of the strikes and riots in France in May, 1968.

Culminating Activities:

1. Fersh and Calderwood have listed six goals of our economic system. Chapter Two in Economics in Action describes each one. They are:

economic growth
economic stability
economic efficiency
economic security
economic justice
economic freedom

Have students discuss the meaning of each of these terms and then try to decide the extent to which our economic system is attaining these goals.

2. In addition to economic goals Americans also have personal goals; as a people we have values and social goals as discussed in the introductory part of this course. At times conflicts develop between our personal and social goals on the one hand and our economic goals on the other. Students should be asked to consider what we can do when these goals conflict. In preparation for this discussion some examples of conflicting goals should make the problem clear. We believe in individual freedom, but sometimes one must join a union. Or, at times collective bargaining brings about strikes of public employees such as sanitation workers, thus endangering the health of the people. Other examples may be found. (The purpose of this activity is to emphasize that we cannot achieve all our goals but we must consider the alternatives and make intelligent choices among them.)

# GLOSSARY

Prepared by Professor Robert L. Hamman, Director of the
Delaware Council on Economic Education

| | |
|---|---|
| Abstinence: | foregoing immediate gratification of wants |
| Allocation: | apportionment of resources for the satisfaction of individual and group want |
| Automatic Stabilizer: | an institutional arrangement, such as the income tax, which tends to moderat business slumps and peaks without discretionary decisions of any type |
| Balance of Payments: | the difference between a country's inflow and outflow of money; a favorable balance of payments is a net inflow of money, while an unfavorable balance of payment is just the opposite |
| Balance of Trade: | the difference between the value of a country's imports and exports; a favorable balance of trade is a higher level of exports than imports, while an unfavorable balance of trade is just the opposite |
| Budget Deficit: | a condition resulting from government expenditures in excess of government receipts |
| Capital: | plant and equipment, tools, and other hardware used in production (note that economists define capital to exclude money and securities) |
| Competition: | to seek or strive for something in rivalry with others |
| Complementary Goods: | goods that are used or consumed together, such as coffee and sugar or automobiles and tires |
| Consumption: | using up goods or services to satisfy wants |
| Cost: | the value of what has to be given up to obtain something that is desired |
| Demand: | a schedule of quantities that people want to buy at each level of prices |

# GLOSSARY

| | |
|---|---|
| Diminishing Return: | the general tendency of output to increase at a diminishing rate as success units of one input are added to a production process while all other inputs are held constant in amount |
| Dividend: | payments made to owners of stocks |
| Discount Rate: | the borrowing rate charged member banks by the Federal Reserve Banks |
| Division of Labor: | completion of complicated tasks by separating them into a number of relati simple parts, each of which can be accomplished by specialists who have li or no understanding of the overall task |
| Elasticity of Demand: | the ratio of the percentage change in quantity demanded to percentage chang in price |
| Elasticity of Supply: | the ratio of the percentage change in quantity supplied to percentage change in price |
| Equilibrium: | a state of satisfaction of decision makers under existing conditions |
| Exchange Economy: | an economy in which distribution of goods and services is accomplished by buying and selling |
| Factors of Production: | categories of inputs used in production (note that economists often use three categories: land, labor, and capital) |
| Fiat: | government decree |
| Fiscal Policy: | government policy of taxation and expenditures to attain national objective |
| Free Goods: | goods that are available in such abundance that everyone can consume all h wishes without cost |
| Gross National Product (GNP): | the market value of all goods and services produced in a country in a year |

## GLOSSARY

| | |
|---|---|
| Hard Core Unemployed: | people whose unemployment is persist unfit to sell their labor services |
| Household: | the decision-making unit that deter consumption |
| Income Distribution: | a table or graph showing the percent each of a number of ranges, the sum |
| Income Tax: | a tax based upon income received |
| Innovation: | the commercialization of a new conc |
| Interest: | payments made to owners of loaned m |
| Inverse: | opposite in effect |
| Invest: | purchases of capital equipment (not the economist's definition of inves |
| Market: | an aggregation of buyers and seller |
| Merit Want: | a want that could be distributed in so socially desirable that it is at without price to the consumer (viz. |
| Monetary Policy: | the management of money by the centr |
| Money Income: | income expressed in terms of the sta inflation occurs, a constant money |
| Monopoly: | control over the supply side of the |
| Monopsony: | control over the demand side of the |
| National Accounts: | a system of accounts designed to mea a national economy |
| Open Market Operations: | the buying and selling of government national goals |

## GLOSSARY

| | |
|---|---|
| nt | whose unemployment is persistent because they are physically or psychically to sell their labor services |
| ne | ision-making unit that determines what goods will be produced for personal ption |
| ge<br>f w | e or graph showing the percentage of people whose personal incomes fall into f a number of ranges, the sum of which spans all income levels |
| | ased upon income received |
| t c | mercialization of a new concept or idea |
| ey | s made to owners of loaned money |
| | e in effect |
| tha<br>ent | es of capital equipment (note that acquisition of securities is excluded from nomist's definition of investment) |
| of | egation of buyers and sellers of a class of goods |
| he<br>eas<br>edu | that could be distributed in the private market, but which is deemed to be ally desirable that it is at least partially paid by taxes and distributed price to the consumer (viz., education) |
| . b | agement of money by the central bank to attain national objectives |
| tar<br>on | expressed in terms of the standard unit of currency (note: when price on occurs, a constant money income has diminishing purchasing power) |
| rk | over the supply side of the market |
| rk | over the demand side of the market |
| re | m of accounts designed to measure the overall production performance of nal economy |
| ec | ing and selling of government securities for the purpose of achieving l goals |

## GLOSSARY

| | |
|---|---|
| Opportunity Cost: | the value of the highest priority alternative that must be foregone to a<br>anything |
| Perfect Competition: | competition characterized by many buyers and sellers of a homogeneous pr |
| Price Inflation: | general increase in the price level |
| Price Index: | an average measure of the many prices prevailing at a given time |
| Primogeniture: | the practice of bequeathing a family's entire estate to the eldest son |
| Private Wants: | wants that can be distributed (rationed) by the market |
| Production Function: | the relationship between number of units of input and the number of uni<br>of output (Note: output and product are synonymous) |
| Productivity: | of labor, level of output per man hour |
| Progressive Income Tax: | an income tax the rate of which is successively higher for larger incom |
| Public Debt: | money owed by the government, usually to its own citizens |
| Rationing: | restriction of scarce supply to the recipients |
| Real Income: | income measured in terms of monetary units of constant purchasing power |
| Resources: | inputs required in production and distribution |
| Reserve Requirement: | the fraction of deposits that the Federal Reserve system requires banks<br>to keep on deposit in the Federal Reserve Bank in the district or in it<br>own vaults |
| Reward for Risk Taking: | profit a firm must anticipate earning to be willing to incur the risk o<br>investment in plant and equipment |
| Sales Tax: | a tax imposed on sales price |

## GLOSSARY

| | |
|---|---|
| Saving: | the difference between income and expenditure on consumption |
| Social Wants: | a good the benefits of which cannot be denied anyone, irrespective of whether he pays any part of the cost of the good |
| Stock: | a security that confers ownership rights in a corporation to its holder |
| Supply: | a schedule showing the quantity of goods owners wish to sell at each le of price over a range |
| Transfer Payment: | a payment made to people who have not earned the payment |
| Uncertainty: | a condition in which the future outcome of an action cannot be predicte even in terms of relative frequency |
| Value: | the worth of something (note: value is a difficult concept that relates subjective preference) |
| Value Added: | the difference between the value of the inputs and the value of the pro into which they are transformed |
| Wealth: | the aggregate value of assets |

## ECONOMICS AND THE CONSUMER

(Excerpts from a publication of this title issued by the Joint Council on Economic Education)

I. Developing Personal Economic Competence Through an Understanding of Basic Economic Concepts

   A. The Consumer, his Budget, and Opportunity Costs
   B. The Consumer and Price Determination
   C. The Consumer and Inflation
   D. The Consumer and Bargain Prices: An Economic Analysis
   E. The Consumer and Advertising
   F. The Consumer and Labels
   G. The Consumer and the Seller
   H. The Consumer and His Purchases from Government

Economic Concepts in the above:

Opportunity Cost
Price Determination
Prices and the Level of Living
The Economics of Bargain Prices
The Role of Profits
Effects of Price Maintenance or Fair Trade Laws
Effects of Inflation on Debtors and Creditors
Role of Market System vs. Collective Action
Role and Limitations of Advertising

II. Developing Personal Economic Competence in Saving, Investing, and Borrowing

   A. Saving, Investing, Borrowing, and the Economy
   B. The Consumer as a Saver
   C. The Consumer as an Investor
   D. The Consumer as Borrower: The Economics
   E. The Consumer as Borrower: The Mechanics
   F. The Consumer and Financial Risks: Insurance

Economic Concepts in the above:

The relationship between saving, borrowing, investing, creation of money and economic growth

Borrowing and Inflation
Debt Reduction and Saving
Gross National Product
Effects of Government Taxation and Spending on GNP
Functions and Services of the Stock Exchange
Objectives of Investment Programs
The Economics and Mechanics of Borrowing
Insurance as a means of dealing with the financial impact of risks
Difference between life, health, disability and property insurance

III. Developing Economic Competence for Success in Tomorrow's Jobs

General Education and Tomorrow's Jobs
Economic Education and Tomorrow's Jobs
Forces Underlying the Demand for Workers
Changing Supply, Demand, and Changing Job Opportunities
Economic Laws Cannot be Repealed
Providing Data on Job Opportunities

Economic Concepts in the above:

Potential Growth of United States Economy
Supply and Demand as Determinants of Job Opportunities
Money vs. Real Wages
Employment Agencies: Both Public and Private

## UNIT V: CRIME AS A PROBLEM IN THE UNITED STATES

### OVERVIEW

(Suggested Time: Two weeks)

Contemporary American society has few problems greater than the rising crime rate. Contrasting solutions to the problem are offered from various points of view. Some theorists hold that a greate degree of authoritative police action is the logical solution. Most criminologists disagree with this theory and place emphasis on the socio-political-economic causes of crime. The intent of this unit is to examine the causes, types and possible remedies of crime in this country.

### OBJECTIVES OF THE UNIT

By the end of this unit the student should be able to:

1. Define terms such as the following:

    - crime
    - felony
    - misdemeanor
    - warrant
    - juvenile delinquency
    - syndicated crime
    - civil disorders

2. Identify in a discussion the multiplicity of factors which contribute to crime. The answers should include factors such as the following: lack of economic opportunity, social conditions of deprivation and the psychological lure of crime and criminals.

3. Show his awareness of various methods and theories of law enforcement by writing a summary of an article dealing with the topic.

4. Given a list of crimes, be able to make a chart identifying them as crimes against the person and crimes against property.

5. Show evidence of his understanding of the procedures of a court of law by utilizing them in a dramatization of a trial.

6. Examine the relationship between the type of crime and the socio-economic background of the criminal by discussing a particular case or city.

7. Compare and contrast two or more major theories of the causes of civil disorders as given in current studies.

8. Utilize the problem-solving approach in discussing the role of criminal confinement for lawbreakers.

9. Indicate an awareness of the possible extent and the methods used currently by syndicated crime in the United States.

| CONTENT | |
|---|---|
| I. What is crime? | 1. By means of a<br>crime, using<br>should includ<br>delinquency,<br>(d) crimes ag<br><br>2. In the same<br>developed in<br>in their note<br>the teacher s<br><br>anti-socia<br>capital pu<br>ex post fa<br>felonies<br>habeas cor<br>homicide<br>incarcerat<br>manslaught<br>bill of pa<br>burglary<br><br>3. The New York<br>America offer |
| II. What are the factors that contribute to the development of criminal behavior? | 4. Divide the cl<br>moderator for<br>list of the c<br>lists may be<br>if a consensu<br><br>5. A guest speak<br>unit to discu<br>or a social w<br>and efforts a<br><br>6. Many psycholo<br>personalities<br>in these text |

## SUGGESTED ACTIVITIES

contribute
inal behavior?

1. By means of a class discussion arrive at a definition of crime, using both legal and social distinctions. Discussion should include the following types of crimes: (a) juvenile delinquency, (b) syndicated crime, (c) civil disorders, (d) crimes against the person and (e) crimes against property.

2. In the same way definitions of terms listed below should be developed in class. Students should keep a vocabulary list in their notebooks. These terms are merely suggestions and the teacher should add others he considers significant.

    anti-social behavior
    capital punishment
    ex post facto law
    felonies
    habeas corpus
    homicide
    incarceration
    manslaughter
    bill of particulars
    burglary
    misdemeanor
    recidivism
    rehabilitative treatment
    social disorganization
    syndicated crime
    warrant
    "white collar" crime
    double jeopardy
    bill of attainder
    vandalism

3. The New York Times filmstrip-record entitled Crime in America offers a good overall viewpoint of this unit.

4. Divide the class into discussion groups and appoint a moderator for each group. The moderator will record the list of the causes of crime suggested by his group. These lists may be compared in a general class discussion to see if a consensus may be reached.

5. A guest speaker may be appropriate at this point in the unit to discuss his occupation, e.g. a probation officer or a social worker who could discuss the causes of crime and efforts at crime prevention.

6. Many psychology books discuss various theories of delinquent personalities. Students may be assigned to do some research in these texts and report to the class on some of the

| CONTENT | S |
|---|---|
| | theories such as Sh<br>crime, etc. Such m<br>Berelson and S<br>Neumeyer, *Juve*<br>Curtis, Colema |
| II. What types of crimes occur most frequently? | 7. The *Wilmington* *Morn*<br>down of crime infor<br>sion and will be es<br>parencies. |
| | 8. Students may be ask<br>over a period of se<br>crimes reported. |
| | 9. The *Philadelphia* *Ev*<br>which lists the num<br>twenty-four hour pe<br>as a basis for conc |
| | 10. A bulletin board co<br>law enforcement new |
| | 11. Have students indic<br>accounts are crimes<br>persons. Is there a<br>in different season |
| | 12. Teachers should che<br>aspects of crime in |
| IV. Who is the criminal? | 13. Have a student volu<br>source to see if he<br>committed by "profe |
| A. Professional criminals | |
| B. Syndicated crime | 14. Students may be ask<br>protect homeowners |
| C. Amateur crime | |

SUGGESTED ACTIVITIES

theories such as Sheldon's body types, chromosome connection with crime, etc. Such material may be found in the following:
Berelson and Steiner, Human Behavior
Neumeyer, Juvenile Delinquency in Modern Society
Curtis, Coleman and Lane, Sociology: An Introduction

t

7. The Wilmington Morning News publishes a monthly statistical breakdown of crime information. This will be useful for class discussion and will be especially useful for teacher-prepared transparencies.

8. Students may be asked to listen to local radio news broadcasts over a period of several days and make notes on the types of crimes reported.

9. The Philadelphia Evening Bulletin publishes a daily crime count which lists the number and tupes of felonies committed within a twenty-four hour period. Students may collect several of these as a basis for conclusions about which crimes occur most frequently.

10. A bulletin board could be utilized to post notices of crimes or law enforcement news.

11. Have students indicate which of the crimes reported in the above accounts are crimes against property and which are crimes against persons. Is there any evidence that the nature of crimes changes in different seasons of the year?

12. Teachers should check the unit on urban affairs to review the aspects of crime in the city studied in that unit.

13. Have a student volunteer to visit the police station or other source to see if he can find information on the number of crimes committed by "professionals" in Wilmington.

14. Students may be asked to compile a list of the ordinances which protect homeowners against door-to-door salesmen.

| CONTENT | |
|---|---|
| IV. Who is the criminal? (continued)<br>D. Pathological criminals | 15. Sev<br>cri<br>und<br>sea<br>whe<br>for<br>16. A s<br>the<br>thi<br>17. Hav<br>mag<br>Cos<br>the<br>to<br>18. The<br>men<br>any<br>by<br>19. A s<br>den<br>Com<br>The<br>a r<br>for<br>enf<br>20. A f<br>but<br>by<br>att<br>cle<br>as |

## SUGGESTED ACTIVITIES

inued)

15. Several widely publicized cases have involved the question of the criminal who may be so emotionally disturbed that he does not understand the nature of the crime. Students should do some research and then discuss: (a) What criteria are used to determine whether or not one is mentally competent to be held responsible for his act? (b) What treatment is provided for such persons?

16. A student may be interested in reporting on the background of the Mafia--how it started in Sicily and how it has operated in this country.

17. Have students check the *Reader's Guide* to locate the *Life* magazine articles on the current activities of the Mafia and Cosa Nostra in this country. The era of Prohibition fostered the development of mobs in this country. Have students attempt to explain this development.

18. The teacher should check the unit on government to review governmental actions against organized crime. They should be asked if any recent actions have been undertaken against organized crime by government.

19. A special type of crime and criminal is involved in riots. Students should be assigned to read summaries of the *President's Commission on Civil Disorders* to discover who are the rioters. They should discuss whether or not there is a difference between a rioter and a criminal. Recent periodicals contain much information on this topic. Are there any indications that law enforcement policies should differ in the treatment of rioters?

20. A filmstrip-record entitled "Civil Disobedience" is on order, but a number has not been assigned. This material is to be used by 12th grade teachers only and only those who have previously attended a departmental meeting on the topic. It differentiates clearly between civil disobedience of the Gandhi type and violence as a means of bringing about change.

| CONTENT | SUG |
|---|---|
| V. What is the relationship between the socio-economic background of the criminal and the type of crime he commits? | 21. The Department of J<br>on crime in cities<br>write to the Superi<br>see what titles are |
| | 22. Gavian and Rienow,<br>a useful graph enti<br>Youth." This would<br>for class discussio |
| | 23. The Junior Bar Asso<br>speakers on any asp<br>will be provided ac |
| VI. What is juvenile delinquency?<br>A. What crimes are usually associated with juvenile delinquents? | 24. It would be helpful<br>the statistics on j<br>class discussion. |
| 1. Drinking<br>2. Drug addiction<br>3. Theft of automobiles | 25. Much current informa<br>is available in per<br>Guide and read appr<br>problems also conta<br>delinquency. |
| | 26. The Mental Health A<br>drug addiction and<br>schools, but the te<br>discussion should f |
| B. What are some of the institutional remedies for juvenile delinquency?<br>1. Schools<br>2. Community | 27. A guest speaker who<br>to the class on cri<br>ficial from Ferris,<br>Services Commission<br>of the Wilmington p |
| 3. Legal controls<br>a. Police<br>b. Juvenile Court<br>c. Probation<br>d. Training schools | 28. A class discussion<br>of the school in pr |

## SUGGESTED ACTIVITIES

21. The Department of Justice has many statistics and charts available on crime in cities and the incidence of crime. Students should write to the Superintendent of Documents, Washington, D. C. to see what titles are available and appropriate.

22. Gavian and Rienow, Our Changing Social Order (p. 253) provide a useful graph entitled "Family Background of Institutionalized Youth." This would make a good transparency to use as a basis for class discussion.

23. The Junior Bar Association of Delaware is willing to provide speakers on any aspect of criminal law. Upon request a speaker will be provided according to the particular topic of interest.

24. It would be helpful for the teacher to make transparencies of the statistics on juvenile crime. These may be used to stimulate class discussion.

25. Much current information concerning drinking and drug addiction is available in periodicals. Students should examine the Reader's Guide and read appropriate magazine articles. The unit on urban problems also contains some material on crime and juvenile delinquency.

26. The Mental Health Association has an excellent list of films on drug addiction and drinking. These films will be loaned to high schools, but the teacher must pick them up and return them. A discussion should follow the film.

27. A guest speaker who deals with juveniles may be invited to speak to the class on crime prevention. The speaker might be an official from Ferris, a probation officer, a member of the Youth Services Commission or an official from the Youth Aid division of the Wilmington police force.

28. A class discussion may be held on the topic: "What is the role of the school in preventing juvenile delinquency?"

| CONTENT | SUGGESTED |
|---|---|
| | 29. The teacher may arrange the secretary to the wa Commission may be secur institutions in Delawar |
| | 30. Many magazine articles subject of law enforcem brief annotation of at formation about the sou |
| II. What theories and methods of crime prevention are presently in use? | 31. Various theories today Some advocate rehabilit measures for prisoners. discuss the role of cri |
| | 32. A speaker from the Corr to the class the effort the rate of recidivism. |
| | 33. Students may be interes students represent vari FBI and local police. imaginary crime and how Emphasis should be plac the different agencies. |
| | 34. A discussion could be c specific role of a law |
| | 35. It may be useful to hav of Public Safety addres Wilmington. |
| | 36. One or more students ma city offices the salary for Wilmington Police a utilized in a class dis be attracted to police |

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crime
se?

SUGGESTED ACTIVITIES

29. The teacher may arrange for a tour of Bridge House by calling the secretary to the warden. A speaker from the Youth Services Commission may be secured to describe the other correctional institutions in Delaware.

30. Many magazine articles within recent months have dealt with the subject of law enforcement. Students may be asked to write a brief annotation of at least six such articles. Complete information about the sources used should be indicated in each case.

31. Various theories today deal with the period of incarceration. Some advocate rehabilitation measures; others support punitive measures for prisoners. After careful research students should discuss the role of criminal confinement in society today.

32. A speaker from the Correctional Council can be asked to explain to the class the efforts being made in Delaware today to reduce the rate of recidivism.

33. Students may be interested in making a presentation in which students represent various law enforcement agencies such as the FBI and local police. The topic for discussion could be an imaginary crime and how the various authorities would handle it. Emphasis should be placed upon the division of authority among the different agencies.

34. A discussion could be conducted on the topic: "What is the specific role of a law enforcement agency?"

35. It may be useful to have a speaker such as the Commissioner of Public Safety address the class on law enforcement in Wilmington.

36. One or more students may be interested in obtaining from city offices the salary schedule and necessary qualifications for Wilmington Police and for State Troopers. These could be utilized in a class discussion of the type of men who should be attracted to police work.

| CONTENT | S |
|---|---|
| | 37. The Wilmington Poli various procedural Causes of Juvenile Drug Addiction. Te pamphlets.<br>38. Students may presen may choose a crime Attention should be well as to procedur<br>39. It may be possible Common Pleas, or an Pleas is suggested cases in their enti be called to make a or twenty-five stud<br>40. A film entitled "In available from the by 12th grade teach an open-ended film, from two points of person will go free law, while the secon found guilty when t teacher should be s<br>41. In order to examine law enforcement cas Miranda against Ari They may dramatize on this topic may be |

SUGGESTED ACTIVITIES

37. The Wilmington Police Department has a series of pamphlets on various procedural methods and social disorders. Some titles are: Causes of Juvenile Delinquency, Interrogation Procedures, and Drug Addiction. Teachers may contact the department for these pamphlets.

38. Students may present a dramatization of a trial. The teacher may choose a crime suitable to the interests of the class. Attention should be given to the jurisdiction of the court as well as to procedures.

39. It may be possible to arrange a trip for a class to the Court of Common Pleas, or another Wilmington Court. The Court of Common Pleas is suggested because students will be able to hear several cases in their entirety. The Clerk of the County Court should be called to make arrangements. No larger groups than twenty or twenty-five students may be accommodated.

40. A film entitled "Interrogation and Counsel" (Sd. 351.2) is available from the Curriculum Center. It should be used only by 12th grade teachers of the Modern Problems course. It is an open-ended film, requiring the students to consider a crime from two points of view. The first would indicate that a guilty person will go free because of the safeguards provided by the law, while the second indicates that an innocent person may be found guilty when these safeguards are not provided. The teacher should be sure to preview the film before using it.

41. In order to examine the role of the Supreme Court in recent law enforcement cases, two students may find information on Miranda against Arizona or another case such as Escobedo. They may dramatize the case for the class. Other references on this topic may be found in the unit on government.

| CONTENT | SUGGEST |
|---|---|
|  | 42. In Modern Sociology by Ko<br>for and against capital p<br>should examine these argu<br>decision in their own min<br>case of Sirhan Sirhan.<br><br>43. The students may be inter<br>concerning capital punish<br>That capital punishment s<br>Delaware."<br><br>Attention is called to th<br>are available from the Cu<br>useful in this unit:<br><br>"Angry Boy", (Sd. 10.<br>"Drop Out: Road to Now<br><br>"Right or Wrong", (Sd.<br>"Respect for Property" |

SUGGESTED ACTIVITIES

Modern Sociology by Koller and Couse (p. 292) the arguments r and against capital punishment are summarized. Students ould examine these arguments in an effort to reach a reasoned cision in their own minds. They may wish to refer to the se of Sirhan Sirhan.

e students may be interested in debating the major theories ncerning capital punishment. Their topic might be: "Resolved: at capital punishment should be abolished in the State of laware."

tention is called to the following additional films which e available from the Curriculum Center and which may be eful in this unit:

"Angry Boy", (Sd. 10.3)
"Drop Out: Road to Nowhere"--two filmstrips and records YR-4

"Right or Wrong", (Sd. 3.43.1)
"Respect for Property", (Sd. 487.1)

# UNIT VI: THE CAUSES OF WORLD TENSIONS

## OVERVIEW

(Suggested Time: Seven weeks)

Although major attention in the Modern Problems course has been gi
the modern problems we face in this country by no means fall entirely w
Attention to contemporary events should have provided some acquaintance
throughout the year. This unit is intended to provide a summary of som
problems we face.

Divergent political and economic beliefs cause conflict between th
have acquired information on this topic in previous courses but it is d
summarize the causes of conflict between ideologies. Problems of cultu
and religious, also continue to create tension in the world.

World War II and its aftermath have brought about a realignment of
Interdependence among nations is more than ever a reality, yet attempts
tain peace have had only limited success. The emergence of many new na
and maintain viable economics have further complicated the internationa

## OBJECTIVES OF THE UNIT

By the end of the unit the student should be able to:

1. Explain the following terms:

socialism
communism
fascism
democracy
capitalism
nationalism
internationalism
colonialism

authoritarian
totalitarian
collectivism
co-operatives
proletariat
bourgeoisie
apartheid

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## SES OF WORLD TENSIONS

## OVERVIEW

ime: Seven weeks)

blems course has been given to domestic problems,
no means fall entirely within our own territorial limits.
ovided some acquaintance with these problems and issues
provide a summary of some of the persistent international

ause conflict between the so-called "isms." Students
ious courses but it is deemed advisable to review and
gies. Problems of cultural origin, largely ethnic
in the world.

t about a realignment of power among the major participants.
a reality, yet attempts at building organizations to main-
emergence of many new nations and their struggles to establish
plicated the international scene.

## IVES OF THE UNIT

ble to:

itarian
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interdependence
developing nations
population explosion
political polarization
cold war
iron curtain

2. Explain why Marx believed the violent overthrow of capitalism to be inevitable and justifiable.

3. Cite at least three examples of the fundamentals of capitalism which differentiate it from other economic systems.

4. Describe either orally or in writing what common elements make the term "totalitarian" applicable to both communism and fascism.

5. Explain the principal characterisitics of contemporary communism in the Soviet Union and in China.

6. Demonstrate an understanding of the way the methods of production are organized in a socialist economy.

7. Explain the procedure by which private property is nationalized in a socialist economy such as Britain, New Zealand, or in a Scandinavian country.

8. List and describe the political and economic differences between socialism and communism and between capitalism and fascism.

9. Give examples of modern problems that have developed out of the age-old religious and cultural frictions in the world.

10. Discuss the problems encountered in achieving an advantageous political organization that arise because of ethnic differences among various groups in the same region, e.g., Africa.

11. Explain why policies of racial segregation promote world tensions, e.g., apartheid in South Africa.

12. Compare or contrast the relative economic and political positions before World War
and at present of three of the major participants in the war.

13. Describe the current functions of at least two regional pacts formed since World Wa

14. List and explain some of the factors that have limited the effectiveness of the Uni
Nations in promoting international cooperation.

15. Explain, citing examples, why international trade is essential to the economic welfare of industrialized countries.

16. Summarize the reasons why trade barriers persist despite the advantages of free tra

17. Enumerate and explain at least four of the critical problems of the developing nati

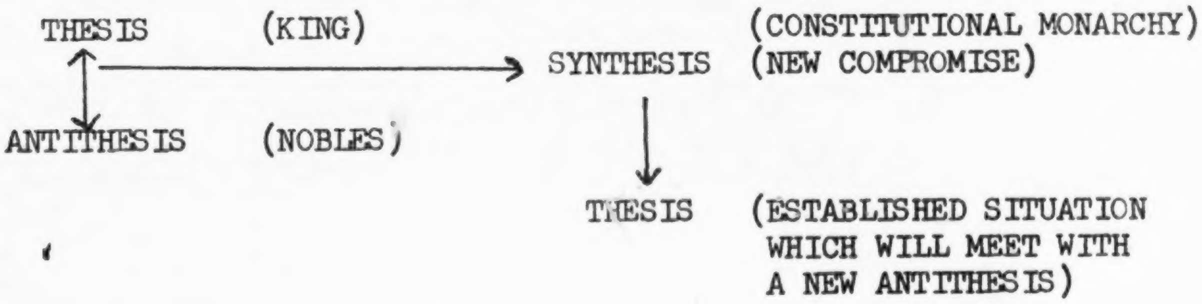
| CONTENT | |
|---|---|
| I. The Clash of Political Ideologies<br>A. Communism | 1. Discuss i<br>its relat<br>class to |
| 1. Marxism | 2. Have one<br>Karl Marx |
| a. Dialectic: inevitability of revolution | 3. Describe<br>the overh<br>to indica<br> THESIS<br>ANTITHES<br>Compare t<br>This expl<br>to be ine<br>posed to |
| b. Revolution justified by the labor theory of value | 4. Place on<br>students<br>should de<br>was justi |
| c. Purpose of the Communist party | 5. Ask the c<br>was suppo<br>inevitabl<br>was meant |
| | 6. After rea<br>students<br>that reli<br>the worki |

## SUGGESTED ACTIVITIES

Discuss in class the meaning of the term "political ideology" and its relationship to the actual government of a state. Ask the class to cite some examples of political ideologies.

Have one student do a brief background report on the life of Karl Marx.

Describe Marx's version of the dialectic to the class by using the overhead projector or the blackboard. Draw it in a circle to indicate that it was thought to be a continuing cycle.


THESIS
(KING)
(CONSTITUTIONAL MONARCHY)
SYNTHESIS
(NEW COMPROMISE)
ANTITHESIS
(NOBLES)
THESIS
(ESTABLISHED SITUATION WHICH WILL MEET WITH A NEW ANTITHESIS)

Compare the thesis to the "establishment" in present-day terms. This explanation is merely to discuss why Marx thought revolution to be inevitable. Be sure to point out that the cycle was supposed to end with the proletariat revolution.

Place on the board the sentence "Labor is value," and ask the students to discuss what Marx probably meant. This discussion should demonstrate why Marx thought the proletarian revolution was justified.

Ask the class to consider what the role of the Communist Party was supposed to be in the revolution that Marx believed to be inevitable. Make sure that students understand that the Party was meant to be an elite group of revolutionaries.

After reading Chapter I in Today's Isms by Ebenstein, have students explain, either orally or in writing, why Marx felt that religion, nationalism and trade unions were enemies of the working man.

| CONTENT | SUGG |
|---|---|
| 2. Modern Communism | 7. Discuss with the cl be a communist econo |
| a. The U.S.S.R. | 8. Have a group of stud munism in the U.S.S. in the U.S.S.R. The books and periodical |
| | 9. Have four students a views of Marx, Lenin, days of independent have them present a how the views of the the communist ideolo |
| | 10. The ETV schedule sho on Lenin, Stalin, et |
| | 11. Screen News Digest h several films that c<br>a. "The Rise an<br>b. "The Life of<br>c. "Moscow 1959<br>A film on "Russia" i |
| b. China | 12. Conduct the same typ stituting China for |
| | 13. A class can with a Red China for the Ch society would be and should be spent disc the Communist Revolu |

SUGGESTED ACTIVITIES

7. Discuss with the class the question of whether or not there can be a communist economy in a state that is not totalitarian.

8. Have a group of students prepare a report to the class on communism in the U.S.S.R. by comparing Marxism to the actual practice in the U.S.S.R. They should be directed to use the most recent books and periodicals.

9. Have four students assume the responsibility of representing the views of Marx, Lenin, Stalin and Kosygin respectively. After two days of independent research and some class time to work together, have them present a panel in which they demonstrate to the class how the views of these men differed and how their relation to the communist ideology differed.

10. The ETV schedule should be consulted, as it often runs programs on Lenin, Stalin, etc.

11. Screen News Digest has provided Wilmington Public Schools with several films that can be used here.

    a. "The Rise and Fall of Nikita Khrushchev"
    b. "The Life of Stalin"
    c. "Moscow 1959"

    A film on "Russia" is also available (Sd. 42.3).

12. Conduct the same type of panel as in Activity No. 9 only substituting China for Russia.

13. A class can with a little research act out an average day in Red China for the Chinese worker, showing how regimented his society would be and how bombarded with propoganda. Some time should be spent discussing what life was like in China before the Communist Revolution.

| CONTENT | SUGGEST |
|---|---|
|  | 14. Give the students two d<br>class to answer the fol<br>a. Why does China ac<br>"revisionists" an<br>b. What do the episo<br>as the "Great Lea<br>demonstrate about<br>c. Did communism bri<br>to China? |
|  | 15. There are a number of S<br>history of China and tw<br>a. "China Under Comm<br>b. "China" (Sd. 70.1 |
| B. Fascism | 16. Assign students to read<br>Isms in order to obtain<br>of fascism. |
|  | 17. With the students, cont<br>fascism with that which<br>A sample question might<br>fascism? Communism?" |
|  | 18. A film entitled "The Fa<br>excellent description o<br>a description of the fa<br>film can be obtained fr |
|  | 19. Conduct a class discuss<br>fascist country, such a<br>were willing to give up<br>interesting starting po<br>to explain what they th<br>of freedom." |

SUGGESTED ACTIVITIES

e students two days' notice that they will be asked in
o answer the following questions in writing:

hy does China accuse the U.S.S.R. officials of being
revisionists" and "counter-revolutionaries"?

hat do the episodes in recent Chinese history known
s the "Great Leap Forward" and the "Cultural Revolution"
emonstrate about Chinese communism?

id communism bring any benefits to U.S.S.R. or
o China?

re a number of Screen News Digest films on the recent
of China and two regular films.

China Under Communism" (Sd. 201.2)
China" (Sd. 70.1)

students to read Chapter Two in Ebenstein's Today's
order to obtain background information for a discussion
ism.

e students, contrast the situation that might bring about
with that which might bring about a communist regime.
e question might be, "What social class(es) favored
? Communism?"

entitled "The Fascist Revolution" (Sd. 20.3) gives an
nt description of the principles of fascism as well as
iption of the fascist states during World War II. The
n be obtained from the Curriculum Center.

a class discussion of the reasons why people in a
country, such as Germany under the Weimar Republic,
lling to give up democracy for a fascist system. An
ting starting point might be found by asking the students
ain what they think is meant by the phrase "the burdens
dom."

| CONTENT | SUGGESTED |
|---|---|
| | 20. Ask students to find defi them to understand the me be discussed in class und ism" is developed. |
| | 21. Students should discuss i communism and fascism are extent of similarities be communist state. |
| C. Socialism | 22. Have two students write a thinkers. It may be on t The purpose of this outli communism and is a very c pretations. |
| | 23. The basic differences in and of communism are give They may be found in Chap between socialism and com Life by the same author. ferences students should between socialism and com socialism. |
| D. Capitalism | 24. If necessary, the unit or to note the characteristi |
| | 25. Capitalism is probably no ideological form as an ec considered to be a capita modifications of pure cap |
| | 26. Have students write short ship between the princip could be titled, "Can cap |

## SUGGESTED ACTIVITIES

20. Ask students to find definitions and supporting data that help them to understand the meaning of totalitarianism. These should be discussed in class under a clear concept of how "totalitarianism" is developed.

21. Students should discuss in writing the extent to which both communism and fascism are totalitarian. They should note the extent of similarities between life in a fascist state and in a communist state.

22. Have two students write a brief outline history of socialist thinkers. It may be on the general plan of a genealogical chart. The purpose of this outline is to show that socialism predates communism and is a very old idea with many widely divergent interpretations.

23. The basic differences in the theory of socialism, of capitalism, and of communism are given very clearly by William Ebenstein. They may be found in Chapter Three of _Today's Isms_. The differences between socialism and communism are also given in _Two Ways of Life_ by the same author. After studying these and other references students should be able to list the basic differences between socialism and communism and between capitalism and socialism.

24. If necessary, the unit on economics should be reviewed in order to note the characteristics of capitalism and a "market economy."

25. Capitalism is probably not practiced in any country in its pure, ideological form as an economic system. The United States is considered to be a capitalistic system. Have students list the modifications of pure capitalism found in our economic system.

26. Have students write short essays on the subject of the relationship between the principles of capitalism and democracy. It could be titled, "Can capitalism exist without democracy?"

| CONTENT | S |
|---|---|
| | 27. Many of the basic c characteristics are A committee of four and organize a pres quirements does a p democratic? " |
| | 28. Present students wi ideologies found in |
| I. The Problems of Readjustment in the Position of Nations Since World War II<br>A. Major Participants in the War<br>1. Realignment after World War II | 29. Show the film "Afte students make one I World War II and th Warsaw Pact nations the alignment of co |
| | 30. By means of class c as used in the pos |
| a. The division of Germany | 31. Assign in advance a continued division for cold war confr (the Airlift), the |
| b. Creation of satellites of the U.S.S.R. | 32. After a class discu and what Churchill should label the co U.S.S.R. on an out interest to look u satellites. The d Russian "liberation communist states. |
| c. Polarization of Europe | 33. The establishment tensified the poli tween communist an cuss what possible has had on the eco |

## SUGGESTED ACTIVITIES

27. Many of the basic qualities of democracy and some variable characteristics are described in Chapter Three of Today's Isms. A committee of four students may be assigned to read the chapter and organize a presentation on the question, "What minimal requirements does a political system need to have to be considered democratic? "

28. Present students with a transparency of the spectrum and economic ideologies found in the world today and discuss at length.

29. Show the film "Aftermath of World War II" (Sd. 12.3). Have the students make one list of both the Axis Powers and the Allies in World War II and then compare this with another list of NATO and Warsaw Pact nations in 1950. What changes have taken place in the alignment of countries?

30. By means of class discussion develop the meaning of "cold war" as used in the post-World War II era.

31. Assign in advance a short paper on the question: "How has the continued division of Germany after World War II set the stage for cold war confrontations, i.e., Berlin Crisis of 1948 (the Airlift), the Berlin Crisis of 1962.

32. After a class discussion on what a "political satellite" is and what Churchill meant by the term"Iron Curtain", students should label the countries known as the satellites of the U.S.S.R. on an outline map of Europe. It might also be of interest to look up the dates on which these countries became satellites. The dates should indicate to the students that Russian "liberation" after the war led to their inclusion as communist states.

33. The establishment of the "Iron Curtain" split Europe and intensified the political polarization of the western world between communist and non-communist nations. Have students discuss what possible effects this barrier between east and west has had on the economic life of Europe.

| CONTENT | |
|---|---|
| | 34. Assign to stude<br>the Warsaw Pact<br>sider and discu<br>a. Which cou<br>b. What effe<br>have on th<br>1950's? |
| | 35. Both eastern an<br>by states oppos<br>to an alliance,<br>be asked to con<br>have these defe |
| 2. Changes in Political and Economic Status after World War II | 36. The following S<br>the changes in<br>"Chancell<br>"Enigma o<br>"Fateful |
| | 37. Have a group of<br>economic status<br>1960's. Newswe<br>good references<br>report to the c<br>that the vanqui<br>victors. They<br>position, and b)<br>ships of these |
| | 38. The British Emp<br>interest some s<br>colonies that h<br>Have the whole<br>a) Great Britia |

## SUGGESTED ACTIVITIES

34. Assign to students the task of finding descriptions of NATO and the Warsaw Pact as they were orginally designed. Ask them to consider and discuss the following in class:

    a. Which country is dominant in each alliance?
    b. What effect did the formation of these two groups have on the increased polarization of Europe in the 1950's?

35. Both eastern and western alliances have suffered some defections by states opposed to sacrificing their national independence to an alliance, e.g., France and Yugoslavia. Students should be asked to consider and discuss the question: "To what extent have these defections affected world tensions?"

36. The following Screen News Digest films can be shown to illustrate the changes in status of the nations since World War II:
    "Chancellor: Portrait of Konrad Adenauer"
    (Sd. 314.264) November, 1963
    "Enigma of Charles DeGaulle" (Sd. 314.259) August, 1963
    "Fateful Decision for France: Drama of DeGaulle"
    (Sd. 314.212) October, 1958

37. Have a group of students do some research on the relative economic status of the French, Germans and the English in the 1960's. Newsweek, Time and U.S. News and World Report are good references on this topic. After the group makes a brief report to the class have all the students discuss the odd fact that the vanquished are in a better economic position than the victors. They should consider a) what factors account for this position, and b) how does this effect the political relationships of these countries.

38. The British Empire has been liquidated since the war. It might interest some students to compile a list of the former English colonies that have gained their independence since World War II. Have the whole class discuss how this breakup has affected a) Great Britian, b) the ex-colonies, and c) the world community.

| CONTENT | |
|---|---|
| | 39. Assign Chapter 8<br>World Affairs",<br>Study of this ch<br>the subject. |
| | 40. For homework stu<br>dications they c<br>of the Western W<br>points such as t<br>brought into bei<br>on the United St<br>effects of the p<br>communist and no |
| | 41. Individual stude<br>one of the follo<br>Power, b) China |
| B. Problems of International Cooperation | 42. Ask students to<br>American Democra<br>international co |
| | 43. Have students ex<br>named in the pre<br>international tr<br>is a member. Se<br>States by Frost, |
| 1. The United Nations | 44. Many of the prob<br>struggle in the<br>essay on how the<br>flected the powe<br>should prepare t<br>adequate researc |
| 2. NATO, SEATO, CENTO | 45. Students should<br>for mutual milit<br>the alliances an<br>the original pur |

SUGGESTED ACTIVITIES

39. Assign Chapter 8, "On the United States: Changing Positions in World Affairs", *Problems and Promises of American Democracy*. Study of this chapter should provide a general orientation on the subject.

40. For homework students should be asked to make a list of the indications they can find that the United States is the "leader" of the Western World. A class discussion can then be based on points such as the following: a) How has this position been brought into being? b) Does this position impose any obligations on the United States? If so, what? c) What are some of the effects of the polarization of the world between two camps--communist and non-communist, each with its dominant leader?

41. Individual students may be interested in presenting reports on one of the following topics: a) Japan--the Third Industrial Power, b) China and Japan--Giants of Asia and Ancient Rivals.

42. Ask students to read pages 145-149 in *Problems and Promise of American Democracy* in preparation for discussing the problems of international cooperation.

43. Have students examine the map on pages 140-141 of the text named in the previous activity and discuss the complexity of international treaty organizations of which the United States is a member. See also pages 620-621 in *History of the United States* by Frost, Brown, Ellis and Fink.

44. Many of the problems of the United Nations stem from the power struggle in the Security Council. Have students write an essay on how the past operation of the Security Council has reflected the power structure of nations after World War II. They should prepare this essay as homework and with time allowed to do adequate research.

45. Students should note that these pacts were originally organized for mutual military protection. Each student may choose one of the alliances and report on its current status as compared with the original purpose.

| CONTENT | |
|---|---|
| 3. Warsaw Pact | 46. The Russian<br>operation c<br>should comp<br>that of NAT |
| 4. Alliance for Progress | 47. Have four s<br>Two of them<br>of the prop<br>economic an |
| C. The Problems of International Trade | 48. Assign stud<br>or similar<br>of World Tr<br>advantages<br>immediate c |
| 1. The Common Market | 49. The film en<br>special tra<br>(Sd. 2.6, 2<br>ment of the<br>creates for<br>Great Brita |
| 2. Trade problems complicated by political issues | 50. Japan's tra<br>two interes<br>problems an |
| | 51. Great Brita<br>A panel dis<br>trade probl |
| | 52. Students sh<br>Cold War ha<br>more obviou<br>friction be<br>had economi |
| | 53. Ask the stu<br>that much a<br>to the past<br>United Stat |

Trade

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## SUGGESTED ACTIVITIES

46. The Russian occupation of Czechoslovakia is an example of the operation of the Warsaw Pact. After preliminary study students should compare and contrast the operation of the Warsaw Pact with that of NATO and similar alliances.

47. Have four students divide into the two sides of a debating team. Two of them should support the negative and two the affirmative of the proposition, "The Alliance for Progress has been an economic and strategic failure."

48. Assign students pages 259-266 in Problems and Promise of Democracy or similar material in another text. The topic is "The Nature of World Trade". Students can then discuss what long-term advantages there are in international free trade. What are the immediate or short-run obstacles to free trade?

49. The film entitled "Common Market" provides a description of that special trade union. Another film, "Breaking the Trade Barrier" (Sd. 2.6, 2 reels) not only describes the reasons for the development of the Common Market but it also describes the problems it creates for an outside country such as the United States or Great Britain.

50. Japan's trading position is somewhat awkward politically. Assign two interested students to investigate Japan's special trade problems and how they affect world tensions.

51. Great Britain has a somewhat unique situation in world trade. A panel discussion should be organized to discuss that country's trade problems and what solutions are open to her.

52. Students should list on the blackboard the ways in which the Cold War has affected international trade. In addition to the more obvious answers, point out to the students that much of the friction between the U.S.S.R. and her satellites in the past has had economic causes.

53. Ask the students to discuss the opinion held by some persons that much anti-American feeling in the Third World is due to the past and present international economic policies of the United States.

| CONTENT | SUGG |
|---|---|
| . The Problems of Developing Nations | 54. Have students become<br>of Latin America, As<br>them on an outline c<br>ditto maps and a tra |
| A. Over-Population | 55. Many atlases have p<br>intense concentratio<br>of the world. While<br>list of the most den<br>be found between the<br>the world? |
| | 56. In connection with t<br>population is concen<br>countries and what p |
| | 57. Students may divide<br>problems caused by c<br>pared in a discussio |
| B. Industrialization | 58. One of the major pro<br>to industrialize. F<br>_Poor_ _Nations_ give ex<br>by these countries i<br>should present the b |
| | 59. Many students are sh<br>capita incomes of th<br>should prepare a tra<br>in a wide range of c<br>discussion may be he |
| C. Pressures of political polarization | 60. "India: Fate of a Ne<br>of maintaining neutr<br>Curriculum Center. |

## SUGGESTED ACTIVITIES

4. Have students become familiar with the location of the nations of Latin America, Asia, Africa and the Middle East by locating them on an outline or a chalkboard map. The teacher could make ditto maps and a transparency from a spirit master.

5. Many atlases have population density maps which will show the intense concentration of people in many of the developing areas of the world. While using such a map students should make a list of the most densely populated areas. What correlation may be found between these areas and the underdeveloped areas of the world?

6. In connection with the above activity have students explain why population is concentrated in certain areas of over-populated countries and what problems are created by this concentration.

7. Students may divide into groups to formulate a list of the problems caused by over-population. These should then be compared in a discussion.

8. One of the major problems in developing nations is their need to industrialize. Books such as Barbara Ward's Rich Nations, Poor Nations give explanations of the difficulties encountered by these countries in achieving industrialization. The teacher should present the basic ideas in this book to the class.

9. Many students are shocked to learn of the extremely low per capita incomes of the poor areas of the world. The teacher should prepare a transparency giving sample per capita incomes in a wide range of developed and underdeveloped countries. A discussion may be held on the problems of a subsistence economy.

60. "India: Fate of a Neutral" (Sd. 45.1) shows the difficulties of maintaining neutrality. This film may be obtained from the Curriculum Center.

| CONTENT | |
|---|---|
| | 61. The teach<br>example c<br>add a new |
| | 62. A discuss<br>India's I |
| | 63. Students<br>describe |
| D. Illiteracy | 64. A transpa<br>underdeve<br>Students<br>economic |
| | 65. The inter<br>literacy<br>of its na<br>groups ar |
| | 66. Abdul Nas<br>a problem<br>the possi<br>exclusive |
| | 67. In an era<br>illiterac<br>suggest w<br>problems |
| E. Nationalism | 68. If studen<br>it should<br>Nigeria i |

## SUGGESTED ACTIVITIES

61. The teacher may use one of the new African nations as another example of the pressures of political polarization. How does this add a new element to the problems of a new nation?

62. A discussion could be held concerning the topic, "How does India's location affect her neutrality?"

63. Students may discuss how the term "Third World" may be used to describe the unaligned nations.

64. A transparency may be prepared contrasting illiteracy rates of underdeveloped countries with those of developed countries. Students should identify the relationship between literacy and economic development.

65. The intense efforts of some developed nations to improve their literacy rates is illustrated by Mexico which spends almost 50% of its national budget on education. Students may form small groups and list various methods of overcoming illiteracy.

66. Abdul Nasser has stated that illiteracy of voters is no longer a problem since the invention of radio. Students should identify the possible advantages and disadvantages there are in using exclusively non-written political material.

67. In an era of democratic or pseudo-democratic institutions, illiteracy is a political hazard. Students may be asked to suggest ways in which modern technology may overcome the problems of illiteracy.

68. If students have not been introduced to the concept of "nation", it should be defined now. How do nations such as India and Nigeria illustrate the problems of modern nationalism?

| CONTENT | SUGG |
|---|---|
| | 69. Review with the stude from Western Europe. attention to the fact natural features. Ha which explain why the They may then discuss out of areas with lit nation. |
| | 70. The film "Africa" (Sc Center. It provides the emerging nations. |
| | 71. Have a student assign Nationalism by Hans K occupation of India e upper castes. This p |
| V. The Clash of Religious and Ethnic Cultures<br>(Periodical information on current aspects of this problem is more useful than texts on this topic. Continual reference should be made to newspaper and magazine articles.) | 72. The following problem by the United Nations United Nations and di either the Hindu-Mosl South Africa. |
| A. Hindu-Moslem | 73. Students should do a How does the Hindu-Mo demonstrate that nati face of vast cultural |
| | 74. Sources such as Welty Asia, give adequate b clashes in India and I from Great Britain. of Pakistan a student reporting on this in |

## SUGGESTED ACTIVITIES

69. Review with the students the term "natural boundary," using examples from Western Europe. Using a map of contemporary Africa call attention to the fact that boundaries generally do not follow natural features. Have students identify the historical factors which explain why these boundaries were set up in regular patterns. They may then discuss what problems arise when nations are created out of areas with little or no common history and no sense of nation.

70. The film "Africa" (Sd. 1.4) is available from the Curriculum Center. It provides an over-all picture of the difficulties of the emerging nations.

71. Have a student assigned to read the selection by Nehru in *Nationalism* by Hans Kohn. This passage relates how the British occupation of India engendered nationalistic feeling among India's upper castes. This paperback should be in the school library.

72. The following problem areas all demonstrate some aspect of activity by the United Nations. Students should describe the role of the United Nations and discuss its effectiveness in dealing with either the Hindu-Moslem problem or the policy of apartheid in South Africa.

73. Students should do a brief report on the following question: How does the Hindu-Moslem conflict in India and Pakistan demonstrate that national unity is difficult to achieve in the face of vast cultural and religious differences?

74. Sources such as Welty, *The Asians*, and Fersh, *India and Southeast Asia*, give adequate background information on the Hindu-Moslem clashes in India and Pakistan at the time independence was secured from Great Britain. In order to explain the political division of Pakistan a student or a panel of students may be interested in reporting on this information.

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| CONTENT | SUGGES |
|---|---|
|  | 75. Using a wall map or atl Pakistan. Students may answers to the followin<br>a. What are the obvi widely separated<br>b. Are there any nat as contrasted to<br>c. What factors prev |
| B. Jews-Arabs | 76. The contemporary situat dating to World War II. on one or more of the f<br>The Zionist movem<br>The Fedayeen<br>Palestinian refug<br>The Six-Day War<br>Nasser as the lea |
|  | 77. Arab nationalism differ Students should do back the factors that tend t factors that tend to di |
|  | 78. The international balan by problems in the Midd tensions in this area a |
| C. Indonesia | 79. The large numbers of bu in Indonesia have been country. A student may situation as an example |
| D. Ethnic conflicts among Black Africans | 80. The Biafran War and the of the difficulties in history. Assign studen two problem areas and h ports should point out difficulties of forming common experience in th |

## SUGGESTED ACTIVITIES

75. Using a wall map or atlases, have students locate East and West Pakistan. Students may then divide into groups to formulate answers to the following questions:
    a. What are the obvious difficulties in governing two such widely separated areas?
    b. Are there any natural advantages possessed by Pakistan as contrasted to India? (Include rivers and arable land.)
    c. What factors prevent the unification of Pakistan?

76. The contemporary situation in the Middle East has a background dating to World War II. Students may be interested in reporting on one or more of the following topics:
    - The Zionist movement
    - The Fedayeen
    - Palestinian refugees
    - The Six-Day War
    - Nasser as the leader of Arab nationalism

77. Arab nationalism differs from nationalism as usually defined. Students should do background reading and be able to discuss the factors that tend to unite the Arab countries and the factors that tend to divide them.

78. The international balance of power has been seriously threatened by problems in the Middle East. Students should discuss how tensions in this area are reflected internationally.

79. The large numbers of businesses controlled by Chinese citizens in Indonesia have been a source of spasmodic conflict in that country. A student may be interested in reporting on this situation as an example of ethnic clashes.

80. The Biafran War and the situation in the Congo are illustrative of the difficulties in consolidating groups with little common history. Assign students to read periodical materials on these two problem areas and have them report to the class. The reports should point out how these two instances demonstrate the difficulties of forming a nation when there has been little common experience in the past.

| CONTENT | SUGG |
|---|---|
| | 81. Have students disc<br>prevent the catast<br>what Belgium shoul<br>pendence. |
| | 82. Several good films<br>ground information<br>African nations. |
| E. The policy of apartheid in South Africa | 83. A student should b<br>of apartheid in So |
| | 84. After some prelimi<br>policy of apartheid<br>international tens |

SUGGESTED ACTIVITIES

81. Have students discuss measures which might have been taken to prevent the catastrophes in the Congo after independence, e.g., what Belgium should have done to prepare the Congo for independence.

82. Several good films in the Screen News Digest series give background information on the Congo situation and that of other African nations.

83. A student should be asked to present a report on the policy of apartheid in South Africa.

84. After some preliminary research have students discuss how the policy of apartheid in South Africa has been a source of international tension.